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ABSTRACT

The guide presents key steps in establishing hospitality education curricula, based on recommendations of more than 300 surveyed educators and industry personnel and on information from over 60 proposed or existing curricula. The scope of the hospitality industries is described as including the categories of food service, lodging, tourism, and recreation. Suggestions are provided for establishing the program. Course descriptions (topic descriptions, performance objectives, learning experiences, and evaluations) are provided for the following core subjects: self-evaluation of interests and aptitudes, development of hospitality attitudes, personal appearance, hospitality-core job skills (change-making and record keeping), job analysis, and obtaining, retaining and terminating employment. Information on job-related training for each of the four major hospitality categories includes entry-level job descriptions and advancement opportunities and outlines of courses in the job skills curricula which cover: food service (sanitation, equipment safety, quantity cookery, and serving patrons), lodging (history and scope, front office, switchboard, uniformed service, housekeeping, and law and security), tourism (history and scope, geography, analyzing destinations, required qualities, and travel arrangements), and recreation (leadership, program planning, and practical skills). Opportunities for post-secondary education are briefly described. A six-page bibliography lists references, audiovisual aids, and information sources. (Author/MS)

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Hospitality Education: A Guide for High School Teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Chester G. Hall, Jr., Ph.D.
Executive Vice-President
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for the Foodservice Industry

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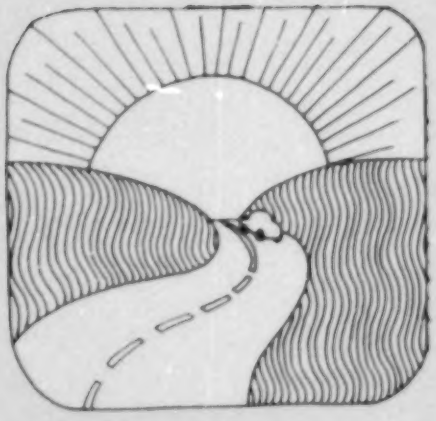

I. Introduction

I. INTRODUCTION

Vocational-technical education has undergone a vast transformation since the days when some considered it suitable only as a recourse for less intelligent students or for children of the poor who could not aspire to the royal trappings of a higher education. Vocational-technical education has new status and relevance in the educational hierarchy and in career planning by students and parents. The national acceptance of career preparation, not only as the right of all students, but as an integrating purpose for the entire school system, is perhaps the most important development in U.S. education today. It is certainly the most pervasive and, when it is effectively administered, the most exciting—for teachers and students.

The ratio of vocational courses or hours of instruction to those of academic education at the secondary level may still be debated. But there seems no doubt that some students, however gifted and from whatever socioeconomic class, are best suited by temperament, inclination and innate skills to pursue career training which omits higher academic education. One conclusion drawn from the educational ferment of the 1970s is that a baccalaureate degree from a four-year college should not be the ideal goal for all. Another is that education must help meet the nation's increased needs for individuals who are prepared to provide the skills and attitudes required in the trades, crafts and service-related occupations. The opportunities and the rewards are greater than ever before, especially in service-related jobs, and the future seems to hold the promise of continued improvement.

Our focus here is on one giant segment of the service field—the hospitality industry. The objective of this guide is to assist the secondary level teacher in establishing hospitality education curricula, or in improving existing programs, for 11th and 12th grade students.

One of our major recommendations reflected in this guide is that any such program include significant exposure to real-work-training (RWT) for every student. By RWT is meant realistic work experience outside the classroom in an establishment serving customers and subject to the disciplines and requirements of a hospitality business. The job experience is integrated with, and parallel to classroom instruction. RWT is considered essential to the educational program because it provides the unique opportunity for the student to (a) determine aptitudes and interests for a hospitality career, and (b) prepare for the job environment he/she may enter upon graduation.

Just what precisely is the hospitality industry? There seems to be no single, widely accepted definition. For some, it is just another name for foodservice. For others, it is synonymous with lodging. For still others, it represents a loose combination of entertainment, recreation and tourism functions. We have adopted a definition which is derived from the traditional meaning of the term "hospitality" and also reflects the realities of job availability and training requirements. We have also concluded that there is not one, but a number of hospitality industries, and while they have a common ancestor, they are quite different from each other in the services provided and in the work environments.

For the purposes of this guide, then, the hospitality industries are those which feed, house and entertain guests. Proceeding from that definition, the material which follows is, with the exception of courses of study required for all hospitality industries, organized in four major categories: foodservice, lodging (primarily hotel/motel), tourism and recreation.

It should be noted at this point that a seemingly integral part of recreation, the performing arts, has been excluded. Success in these fields is largely dependent on natural ability which education can only help develop, and that development must often start prior to the secondary level. Further, the performing arts have been long overcrowded

and opportunities are severely limited. It is unlikely that there will be a significant improvement in job availability in the near future.

Another, more general limitation is the exclusion from this guide of jobs which at a minimum require post-secondary training or an advanced degree. It is hoped that the hospitality student will develop ambition and pride in his or her future calling, and will seek the greatest amount of education that ability and financial resources allow. But the emphasis here is on opportunities for high school students. Only entry-level positions are described in any detail, although opportunities for advancement, the availability of scholarships, and some of the institutions and programs offering post-secondary education are indicated.

The format and content of this guide are based on the recommendations of more than three hundred secondary hospitality teachers and school administrators, state directors of vocational-technical education, members of the Council of Hotel and Restaurant Trainers (CHART), industry leaders associated with the National Restaurant Association (NRA), and industry association executives. Many of the teachers selected had previously participated in foodservice workshop institutes conducted by the NRA.

Survey questionnaires were distributed to all of the respondents late in 1974. The questionnaires were designed to elicit information on existing hospitality education programs in the four industry categories, as well as suggestions for the components of ideal curricula. More specifically, information was requested regarding course descriptions, performance objectives, real-work-training programs, and the facilities and equipment employed. Association officials and industry leaders were asked to describe current and projected job potentials in their fields, attitudes and skills desired in entry-level employees and recommendations for pertinent courses.

It is difficult to categorize the questionnaire responses because they were on so many diverse subjects. Many respondent teachers and the state vocational-technical education directors suggested that the guide include one or more of the following: job descriptions, course outlines, learning experiences, competency levels, and resource materials. They urged that the content have practical applicability to the classroom and that it have the benefit of industry input. Some teachers and the industry representatives (from CHART and NRA) expressed the concern that students are not imbued with the work ethic, and that those entering, or about to enter the job market are lacking in deportment and appearance—"the things," as one foodservice industry executive put it, "their mothers should have taught them." State vocational education directors whose hospitality curricula are limited to foodservice commonly agreed that development of a teacher's guide for hospitality areas is urgently needed.

In addition to the questionnaire answers, materials from approximately 60 proposed or existing curricula were collected and examined. These varied greatly in scope and completeness, and were supplied by teachers and school administrators at the local level and by state directors of vocational education.

As a result of the surveys, further extensive correspondence with educators throughout the nation, and a study of proposed and existing programs, the guide describes key steps in establishing hospitality education curricula, courses of study and performance objectives, instructional materials and learning experiences, and procedures for evaluating students. These are suggestions only, however, and are to be adapted as appropriate to the individual situation. A number of factors will affect the applicability of the guide, including local availability of real-work-training opportunities, jobs and resource persons; the interest level of students in a specific occupational area, and the availability of facilities and equipment.

Wherever possible, our suggestions are based on existing programs which have been tested in the classroom, rather than those proposed as models. A number of existing programs were found at the secondary level for foodservice training, but an exhaustive search located far fewer existing programs for lodging and hardly any at all for tourism and recreation.

The proposed courses of study are in two general categories:

- the commonalities, courses directed to developing skills, traits and attitudes necessary to finding and holding employment in any hospitality area,
- and those which are job related.

II. Scope of the Hospitality Industries

II. SCOPE OF THE HOSPITALITY INDUSTRIES

It is a truism of relatively recent vintage that the United States is a service-oriented culture in which the hospitality segments are playing increasingly important roles. Since the end of World War II, the service industries have been ever larger sources of employment and personal income, and their growth rates have surpassed those of some other major areas of the economy.

A comparison with manufacturing is instructive. According to the U.S. Department of Labor's Bureau of Labor Statistics, between 1970 and 1974 personal income derived from manufacturing rose 35 percent from $158.3-billion to $214-billion. During the same period, the service industries generated a 48 percent increase in personal income, from $96.7-billion to $143-billion. An even more striking difference in growth rates is found in the numbers of employees: from 1960 to 1974, the number of manufacturing workers increased 17 percent, while those in services shot up 83 percent.

The upward trend for the service industries is expected to continue through the mid-1980s, at least in part because of increased leisure time and discretionary income. For the very same reasons, the hospitality segments will also benefit from growth.

Hospitality industries covered by this guide currently employ approximately 5-million persons, the largest numbers of them in foodservice and lodging, and have an annual sales volume of about $84-billion. Projections by the Department of Labor indicate that the rate of increased demand for employees up through the next ten years will vary, depending on the industry, from "moderate" to "rapid." It is anticipated that the strongest demands will be in certain types of lodging jobs and, according to a University of Kentucky study[1], leisure-related (recreation, tourism and amusements) occupations.

Illinois has benefited to a greater extent than has much of the nation from the growth in hospitality industry employment, and this trend seems likely to continue. For example, from 1970 to 1974, the number of cooks in the state's foodservice establishments advanced from 57,100 to an estimated 60,130 and is expected to top 65,000 by 1980.

An important reason for Illinois' favorable position is Chicago's status as a major national convention and tourism center. Each year the city is host to some 7-million out-of-town visitors and 1,000 trade shows and conventions. Reflecting this tourist traffic, the city's lodging facilities traditionally have had sales and occupancy rates which exceed the national average. All told, the state as of 1973 had more than 17,000 hospitality businesses, ranging from gourmet restaurants to bowling alleys, with 246,000 employees and payrolls of about $879-million.

The Hospitality Career

In terms of their basic functions and career appeal to employees, the hospitality industries have not changed all that much from an early ancestor, the roadside inn or tavern. The inn of the 16th and 17th centuries fed, housed and entertained the weary traveler, and was a community social center as well. No doubt the innkeeper and his staff traded news with their guests and, just as does the travel agency of today, passed on travel advice for the road ahead. For the insular village of yesteryear, the inn was a place of romance and excitement where the outside world visited.

Vast technological changes have of course swept the hospitality industries since the first U.S. inn was established 345 years ago. Most notably affected have been the foodservice segment, with its assemblage of equipment and its menu of prefrozen, precooked, preportioned foods, and lodging, which has been restructured because of new transportation patterns.

But the major attractions of the hospitality industries and the major principles of their successful operation remain the same. There is still

romance and excitement in the hospitality business because of the direct contact with the customer and the endless series of new people to meet as they enter through the door of the establishment. Individual jobs may involve routine and repetition, but there is repeated change, too, introduced by the varying tastes and needs of customers.

Unlike employees in many other kinds of businesses, the hospitality worker rarely deals with the customer only through the medium of correspondence. There is ordinarily a face-to-face contact, and even if the work station is in the kitchen the worker knows that the customer is nearby and that the response to services will not be delayed by intervening paperwork.

An advantage of a hospitality career that is sometimes overlooked is the wide geographic distribution of potential employers. Almost every community, regardless of size and location, has firms representing one or more of the hospitality industries, and this of course includes resort areas and the most scenic parts of the nation which attract tourists. The hospitality worker can within reason pick the most desirable parts of the nation in which to live and work. Other types of businesses, in contrast, are restricted as to location and must, say, be close to large population centers, sources of raw materials, or large transportation facilities.

Hospitality industries as a whole are more "depression-proof," and are less likely to be affected by downturns in the economy, so a worker can expect greater stability in a job. Some areas of the foodservice and lodging industries which rely on motorists experienced reverses during the fuel shortages of 1974, but, interestingly enough, hospitality businesses which do not depend on automobile-borne customers had higher volumes. Tourism is sensitive to economic fluctuations, however.

One principle runs through all of the hospitality industries, and it must be observed if the specific business or individual employee is to succeed. It is simply that the customer is a guest, and must be treated as such. In other industries, the customers are essentially product-buyers, and while they must be satisfied with the product, they need not be treated royally during a tour of the manufacturing plant. In foodservice, lodging, tourism and recreation, the customer buys a product but also is a guest in the business-home.

In our surveys, industry representatives repeatedly stressed the need for employees who present a good appearance and who treat customer-guests with tact, graciousness and a polite manner. That requirement should be an important consideration in recruiting students for hospitality education courses of study. To be acceptable, students should be outgoing and personable, and obviously they should like people. The student who is withdrawn, or as some of the teachers surveyed noted in inner city students, who feels that serving people is demeaning, will not be served well by a career in hospitality.

Foodservice

No hospitality industry is more pervasive in American life than foodservice, which now provides 750-million meals a week, about 1 of every 3 eaten. Not only is foodservice by far the largest of the hospitality industries, but it is also fourth largest in retail sales for the economy as a whole. As a measure of their impact, foodservices annually consume 40-billion pounds of food, 20 percent of U.S. production, with a retail value of $30-billion, and they also purchase $900-million worth of equipment.

Traditionally, eating-out has been one of our most important social and recreational activities. We mark special occasions and religious holidays with festive or ritual banquets. We conduct a good deal of our business at quasi-social lunches. We look forward to dining out as a welcome break in routine. The foodservice industry has responded to this need with an amazing diversity in services, so that any classification of types is necessarily a lengthy one. At a very minimum, there are self-service, buffet-service, table-service and counter-service establishments, as well as drive-ins and fast-food outlets, and their menus may be limited to a single kind of food (say, the pancake or the ubiquitous hamburger), or offer a full range of American cuisine, or specialize in ethnic dishes. Although 80 percent of foodservices are located in urban areas, only the most isolated community will be without a representative firm.

There are roughly 490,000 foodservices in the nation and they have annual sales of about $62.5-billion. Illinois alone has some 13,000 establishments with annual payrolls of approximately $531-million. Nationwide, half of the operations are public (as opposed to private or institutional) foodservices which afford table service. Another 25 percent offer counter service, 20 percent are

drive-in or carryout operations, and the remaining 5 percent include cafeterias and catering services.

The typical foodservice has a relatively small workforce, with half of the workers in establishments having less than 20 employees. Only about 1,000 operations employ 100 or more each. Three-fourths of the workers are involved in the preparation and serving of food, the remainder being in supervisory or clerical positions.

In 1975, the foodservice workforce was estimated at 3.8-million, an increase of nearly two million since 1960, and the Department of Labor predicts rapid increases in restaurant job openings through the mid-1980s. The two largest occupational groups, cooks and waiters/waitresses, are expected to grow in number by up to 7.7 percent. The demand anticipated for cashiers will increase by 9.6 percent, although this occupation is of course not limited to foodservice.

According to the 1970 census, the following were the numbers of foodservice workers, as classified by occupation:

busboys/girls	110,380
cooks	841,249
dishwashers	182,903
counter, fountain workers	158,386
waiters/waitresses	1,004,089

All hospitality industries require good appearance, grooming and manners in employees, but foodservices must place special emphasis on these qualities because of the effect on the esthetic sensitivities of the customer and on food safety. Such practices as face scratching or smoking on the job may be acceptable in other hospitality industries but are discouraged in the foodservice environment.

Students considered for a foodservice curriculum should also have good health and physical stamina. State and local ordinances often require foodhandlers to pass a physical examination, and the jobs themselves involve long hours of standing and walking and, on occasions, working under heavy pressure. Unusually tall, short, fat or thin individuals may experience difficulty in finding foodservice jobs because they may find it hard to adapt to equipment of the standard height, or will be less agile, or will tire more quickly. Most foodservices are in operation seven days a week and 12 hours a day, so some employees will of course be required to work evening hours and/or weekends.

A requirement sometimes overlooked in considering a foodservice career is that the individual should like food, enjoy eating and have no food-connected allergy.

In recent years, salaries and benefits in the foodservice industry have come to equal or approach those in other industries. In addition, many foodservices provide employees with free uniforms and laundering, and with one or two free meals a day.

Lodging

Two trends—the proliferation of motels and the development of big hotel chains—have dominated the lodging industry since the end of World War II, and both have acted to change the industry as a work environment. Their impact is reflected in a decline in the number of establishments and in the increased size of hotels and motels.

Although motels were introduced in the 1920s, they did not approach the number of hotels until the late 1940s, when hotels achieved a peak of 29,650 and motels, 25,900. The national average combined occupancy rate at this time was in the 80-90 percentiles, generously above what is now considered the break-even point, 55 percent.

Then hotels went into a prolonged decline, in terms of total number and percentage of occupancy, while motels surged ahead to their peak number of 44,200 in the 1960s. By 1973, the number of hotels was estimated at 21,000, a loss of 8,650, and motels had also suffered a reduction to 43,500. The hotel-motel percentage of occupancy had fallen as low as 54 percent.[2-3]

A number of factors explain these reverses. Many hotels were built prior to 1940 and their aging buildings and facilities put them at a competitive disadvantage. Small, independent hotels and motels are faced with higher costs of operation and shortages of trained employees, and are unable to stand up to the competition of the larger establishments operated by the chains. Indeed, about 40 percent of available rooms are now chain-operated. An indication of this continuing transition is the marked increase in the number of rooms per motel: an estimated 33.2 in 1973, as compared to the 14.5 in 1958. Motels-hotels are getting fewer, but bigger, and the trend will probably continue in the future.

Despite the business casualties, employment opportunities promise to improve. The Department of Labor has projected rapid increases in the next

ten years in job openings as new and larger lodging facilities are built. As support for this optimism, after a 23-year decline, percentages of occupancy improved in 1972 and 1973, to 62 and 64 percent respectively.

There are three main types of hotels: Three-fourths are commercial or transient, and the remainder are resort or residential. Further, larger and more elaborate motels classified as "motor hotels" often provide the same (or better) services as hotels. The Marriott types, for example, combine the characteristics of commercial and resort establishments.

In 1973, there were an estimated 64,500 lodging establishments with 2.7-million rooms and gross annual income of more than $9.1-billion. There was a workforce of more than 750,000 employees. With 1,920 facilities and 44,824 employees, Illinois had a disproportionately large share of the lodging investment.

Nationally, the lodging occupational groups which are expected to have rapid increases in job openings in the next ten years are primarily in the managerial and front office areas. These include front office clerks, and hotel managers and assistants, of which there were 50,000 and 110,000 respectively in 1972. There should be several hundred openings as well for hotel housekeepers, who numbered 16,000 in 1972. A sizable increase is also expected for maids; there were 12,250 in 1970, and the total is expected to climb to 14,200 by 1980. The number of bellmen/girls, bell captains and porters has been cut in half since 1960, but it now appears that the occupation has stabilized at 16,000 nationwide. Illinois, which had 1,360 bellmen/girls in 1970, expects to add little more than a hundred by 1980.

As with foodservice, hotel work requires individuals who can consistently serve customers with tact and cordiality. Certain jobs—such as those of bellman/girl and maid—also require good physical condition and stamina. Hotelry is not a 9-to-5 operation, and late shifts and weekend work are common. Although long hours were the rule at one time, hotel work has since come to approach the 40-hour week of other industries.

Source: *Restaurant Business*

Tourism

Perhaps the most glamorous segment of the hospitality industry, tourism has grown dramatically in the past thirty years, thanks principally to increases in leisure time and disposable income. An indication of this growth is the remarkable increase in foreign travel in the post-World War II period. In the past 25 years, the number of travelers to countries outside North America and U.S. possessions has gone up ten-fold, from 676,000 to an estimated 6.8-million, and their expenditures from $1-billion to $7.7-billion.

As considered here, tourism employers are largely travel agencies, retail tour agencies and wholesale tour agencies. One essential difference between the travel agency and the tour agency is that the former usually makes travel arrangements for individuals, while the latter makes travel plans for groups. The wholesale tour agency organizes and conducts tours, but relies on travel agencies and retail tour agencies to sell the tours to groups of customers. Retail tour agencies also organize tours for groups on request.

There are about 10,000 agencies located in 1,800 communities throughout the U.S., and there are about 300 operations with payrolls in Illinois alone. Nationwide, the employees number about 26,000, with 1,550 in the state. Although the industry includes giant firms with more than $200-million in annual sales, most travel agencies are enterprises with no more than six fulltime employees and annual gross volume of about $970,000.

Despite their relatively small size, travel agencies have an important impact on tourist economics and on firms (foodservice, lodging, transportation) which supply services to tourists. It has been estimated that the work of travel agents generates $4-billion in sales volume for other areas of the economy. Indicative of this economic effect, the travel agent with a handful of employees probably has nationwide scope through a computerized reservation hook-up with hotels, motels, airlines and car rental agencies.

Although a romantic aura seems to surround the job, the work of a travel counselor is largely administrative and clerical, and it involves great attention to detail. The counselor must be intimately familiar with tariffs and schedules, as well as passport requirements and governmental travel, import and currency regulations. And he/she must be able to make recommendations as to tourist destinations, based on his/her firsthand knowledge or that of other staff members in the agency. As in other hospitality industries, the counselor must be a cordial host to the guest, but he/she faces extra hazards in accomplishing the job. The counselor is selling an intangible product—the enjoyability of a vacation, the pleasantness of a business trip—which obviously cannot be guaranteed.

In keeping with the requirements of a counselor's work, a student considering a career in tourism should have an excellent memory, a mastery of simple arithmetic, and the ability to work accurately with a mass of detail. The ability to type is also useful and in some agencies it is a requirement. The appropriate candidate for a travel career will love travel. He/she will be able to methodically and thoughtfully plan itineraries for customers—to meet their needs and pocketbooks—just as he/she might plan for himself or herself.

Entry-level jobs generally do not involve making travel arrangements and are usually limited to clerical work such as filing, typing, stenography and answering requests for information.

Recreation

Recreation currently has far fewer workers than have foodservice and lodging, but the future promises to greatly increase demand. As the four-day week becomes a reality and leisure time increases, leisure-related jobs are certain to increase, and the widespread popularity of bicycling and backpacking in recent years is of course evidence of this process.

Most recreation occupations may be classified as to function in two general categories: those which serve to create and supervise recreational activities, and those which develop and maintain recreational facilities or natural areas. Typical recreation job titles at the entry level include playground leader, recreation director, activity specialist (who supervises specific activities), camp counselor, groundskeeper, park ranger, usher and recreation attendant. Employers include federal, state, county and municipal parks; motion picture theaters, bowling, billiard and pool establishments; resort hotels and private clubs; golf courses; skating rinks; amusement parks, and race tracks.

Public parks and recreation areas operated by all levels of government have been the subject of marked increases in attendance, expenditures and employment in the past two decades. Annual attendance at national and state parks has quad-

rupled to 650-million. State parks and recreation areas have been almost doubled in number to 3,430, and their year-round fulltime personnel have more than tripled to 13,300. Their "in-season" employment is often many times that number.

County and municipal park and recreation systems have experienced similar rates of growth. In 1960, cities spent $551-million on their parks; in the 1970s that expenditure has gone up to $1.44-billion. The current number of county and municipal recreation areas, 31,240, is nearly double what it was in 1950, and today's fulltime workforce of 17,280 is five times greater. Illinois again affords above-average opportunities for employment, as its 1,360 county and municipal parks have a total permanent workforce of more than a thousand.

A rapid increase in job openings for recreation workers in parks departments, camps, etc. is anticipated up through the mid-1980s, but many of the jobs will require applicants who have college degrees. Illinois expects to employ 4,250 recreation workers by 1980.

Ushers and attendants at recreational and amusement facilities constitute the largest occupational group, in 1970 nearly 90,000.

Motion picture theaters have long been sources of entry-level jobs, but the number of establishments has been declining since the 1950s. In 1950, there were some 19,000 movie houses; in 1972, there were 14,000. There are 290 motion picture theaters in Illinois with payrolls of 5,640 employees.

There are about 16,000 projectionists nationwide, and their number is expected to grow slowly through the next ten years. The position is often filled through union apprenticeship programs, often by individuals who have been promoted from entry positions as ushers.

Other relatively large recreational employers in Illinois include: 421 bowling alleys with 5,670 workers, and 247 golf and country clubs with 5,400 employees. The total number of workers employed in amusement and recreation services in the state is more than 25,000.

The private club combines some of the aspects of foodservice and lodging--since some clubs feed and house members--and recreation, but the major emphasis is on the last. Since the private club may provide a wide range of services, it employs a variety of hospitality workers, ranging from foodservice workers to lifeguards.

There are three types of private clubs: the luncheon-city club, country club and yacht club. Although many private clubs were forced out of operation by the depression of the 1930s, there are now more than ever before, 11,800, and they employ from 800,000 to 1-million people. Of the 11,800, 8,500 are "total facility" clubs, meaning that they have a club house, foodservice and recreational facilities (most often golf courses).

Many private clubs afford exceptional training opportunities because they have "intern" programs during summer vacation periods.

The 786 amusement parks in the nation (11 in the state) employ 126,000 people during the summer operating season, up to 90 percent of them high school and college students. Although with a few exceptions these jobs are not year-round, they do give the hospitality student an opportunity to develop general job skills and attitudes in serving the public, and to progress to jobs involving more responsibility.

About 85 percent of the parks are located in suburban areas. The remaining 15 percent includes the urban park and the theme park (such as Disneyland and Six Flags). Altogether amusement parks have an annual attendance of 200-million and gross sales of $530-million. Both these figures may well increase in the future, particularly as theme park tourist attractions continue to grow in number and in popularity.

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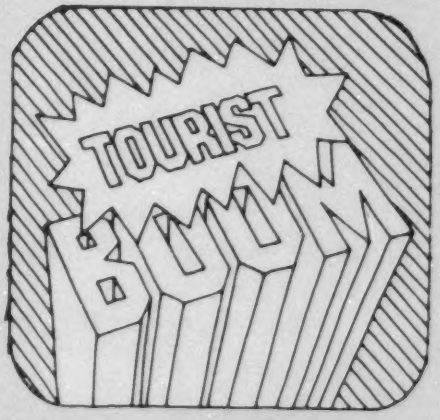

III. Establishing the Hospitality Education Program

III. ESTABLISHING THE HOSPITALITY EDUCATION PROGRAM

Properly designed and administered, the hospitality education program employs a variety of resources and procedures to equip students with the skills and attitudes required for career success. It is taught by teachers with personal work experience in the subject. It seeks the advice and assistance of hospitality businessmen so that courses of study will have maximum applicability to the work environment. It makes real-work-training—work experience outside the school in an establishment serving customers—a part of the curriculum, as reinforced by classroom instruction. It repeatedly evaluates a student's progress—in the classroom, in on-the-job training and, for a significant period of time, in fulltime employment after leaving school—and uses these evaluations to improve the effectiveness of the educational program.

Hospitality education is a program with two-way community involvement. The community helps provide career guidance and training in the forms of employee performance standards, and resource persons and other learning experiences. The school, in turn, had best shape its curriculum to prepare students for local employment opportunities in order to maintain community interest and support. Obviously, communities will vary widely in the extent of their resources, although close investigation will often reveal a surprising wealth of opportunities. The fact remains that the educational program, if isolated from the community, will most likely prove an unrealistic experience which will not stimulate the students or adequately prepare them for the job situation. Since the effectiveness of the educational effort is so predicated on community involvement, it is logical that establishment of the hospitality education program should begin with a survey of employment opportunities, training facilities and resource persons.

The Survey

The appropriate scope and complexity of the survey will vary, of course, with the size and structure of the business community. Varying approaches to the survey are indicated below.

As a minimum, the survey effort will attempt to determine current and projected employment opportunities and potential employers. Local agencies of the U.S. Department of Labor and the State Employment Service can provide valuable information on the broad present and future anticipated demands for specific hospitality occupations. Such government publications as those issued by the U.S. Census Bureau, the *State Occupational Manpower Projections* and the Bureau of Labor Statistics' annual *Occupational Outlook Handbook* describe progressive or recessive trends in a wide number of occupations and specializations.

Local job availability can also be determined with the assistance of chambers of commerce, labor union organizations and commercial banks. State and local chapters of trade and industry associations should be contacted, particularly since they may prove helpful in the subsequent development of the program. In the hospitality industries, these organizations include the National Restaurant Association, the American Hotel & Motel Association, the American Society of Travel Agents, and the National Recreation and Park Association.

If the survey is to have any scope and depth, then it would be best conducted with the guidance of a planning or steering committee which has been appointed by the board of education or some official. This committee should be composed of school officials and representatives of both employer and employee groups. Detailed guidance on conducting a survey is readily available to teachers in other publications.[4]

Survey Coverage.[1,5] The survey questionnaire should be designed to yield the following information:

1. The number of hospitality establishments,

broken down into the types of businesses (restaurants, cafeterias; hotel, motel) and their number.

2. The types of jobs in each establishment and the number of employees in each job, the average turnover rate and the reasons for the turnover, and the predicted future needs.

3. The precise level of skill needed for each type of job (if job title is not self-explanatory or if available personnel do not possess this level).

4. Age requirements and other limitations for each job.

5. Wages for individual occupations.

6. An evaluation as to adequacy of present local training facilities and practices, as achieved through:

(a) Company-sponsored training.

(b) Day or night trade courses (public or private).

(c) Comprehensive high school vocational courses.

(d) Cooperative vocational education.

(e) Apprentice training.

7. Identification of individuals, hospitality firms and public and private agencies as possible sources of information, speakers, consultants, and resource persons. This list will include local and state agencies, executives of companies in the hospitality field, representatives of chambers of commerce and other promotional groups, restaurant associations, hotel associations, park and recreation directors, and travel agency operators.

8. Identification of firms and organizations that are willing to assume any or all of the following obligations:

(a) Employ high school graduates fulltime.

(b) Employ high school students part-time as participants in on-the-job training.

(c) Involve other students as volunteers.

(d) Cooperate in arranging for visits by student groups.

Once the data have been gathered, the way they are organized and presented will depend upon several factors: (1) the size of the community surveyed, (2) the financial resources available, (3) the degree of elaboration and sophistication desired, and (4) the research skills of the personnel available. The resulting document should be intelligible to all educators and the lay community. While it will not be necessary to present the entire document to the public, certain parts of the survey should be released. Brief abstracts could show the local need for career education and point out the occupations that should be included in the program.

Teacher Selection

As in all vocational and technical education, the adequate hospitality teacher should have, as a minimum, some actual work experience in the subject being taught. Without that practical experience, the program as a whole will very likely lose credibility with the student and the business community. In such a situation, the student will compare the classroom instruction with the real-work-training experiences and observe that the former is unrealistic and perhaps not worth the effort. The student's supervisor will note that the part-time employee seems poorly prepared for the work and will, therefore, be less inclined to participate in the program.

Although teachers with practical work experience are vitally important to the program, such individuals are in short supply for hospitality industry subjects, with the possible exception of foodservice. It is probable that in some school systems, the responsibility will fall to individuals in related fields, such as home economics, or distributive education teachers, who may or may not have actually worked in the industry.

The obvious solution is for the teacher assigned to a hospitality education program to seek work experience or additional pertinent education. These alternatives may be considered:

1. Employment after classroom hours or during holidays and the summer vacation period. Potential employers would include those who served on the survey planning committee or those selected for the advisory committee, to be discussed.

2. Career education at the university level for pre-service or in-service teachers. Such courses are being increasingly offered and although they are usually concerned with broad concepts rather than an individual career field, they are an important prerequisite for the hospitality teacher.

3. As frequent as possible use of resource persons for classroom learning experiences. Business operators and employees can relate the program of classroom instruction to the realities of the work situation by drawing on their own experiences.

4. Attendance at workshops, conferences and institutes devoted to teaching of the subject. Since a workshop serving a large system may prove cumbersome, it may be preferable to develop a

small group of teacher specialists who assist the local school in developing and implementing the curriculum.

5. Regular reading of professional and trade journals. Periodicals which serve the hospitality industries are listed in Chapter VII. These publications can be of great value in keeping the teacher up-to-date with career and industry trends.

However it is accomplished, it is essential that the hospitality education program benefit from an on-going effort to develop and improve the teaching staff. Members of the survey planning committee and/or the advisory committee may, again, prove of great assistance by suggesting as teachers individuals having both teaching ability and experience in the desired field.

It has been repeatedly found that team teaching is the most effective approach to hospitality education. A typical team may include teachers of home economics, mathematics and of English, each teacher relating the treatment of his/her subject to the needs of the career education program. One advantage of the team approach is that it simplifies the task of conveying a mass of materials, information and experiences to students while not compromising the quality of the program.

Student Selection

This guide is, as previously indicated, directed to assisting the teacher of 11th and 12th grade students. It can be assumed that many students will have received assistance in making career selections at the 9th and 10th grade levels.

Students recruited for hospitality courses should be those who have an interest in the subject matter and who have the attitudes and aptitudes necessary for the work involved. The candidate for a foodservice program should enjoy food; one for a travel program, travel, and so on. Regardless of the hospitality field, the student must welcome the role of host; the student must not feel that serving is servility. Personal interviews with prospective students are often helpful in determining the depth of interest and appropriateness for the course content. Self-evaluation tests are also useful in assaying student interests and aptitudes, and several suggested tests are included in Chapter IV.

Inasmuch as all the hospitality industries involve direct contact with the public, prospective students should be able to express themselves well in writing and speaking, and should have adequate reading skills. Many hospitality jobs involve physical work, so the student should have sound physical and mental health, and for foodservice should be willing to have the physical examination required of foodhandlers by many state and local public health agencies.

Judging by our survey respondents, there is no precise class size optimum for hospitality education courses. Our respondents' recommendations ranged from 12 to 20 students in a class, but it should be noted that a number of these recommendations were derived only from experience with foodservice curricula.

As to the amount of classroom time to be devoted to hospitality instruction, one recommendation was that a minimum of 10 hours a week is necessary to prepare students for entry-level positions in foodservice. Many of our respondents whose schools have on-the-job training or cooperative educational programs indicated that half the school day is occupied with academic and vocational classroom instruction, and the remainder with real-work-training.

Facilities and Equipment

Because of the cost factor and space requirements, the provision of facilities and equipment is perhaps one of the most difficult aspects of a hospitality education program.

This problem has been solved for many foodservice curricula by taking advantage of facilities in the school cafeteria or neighboring private and governmental institutions. In some instances, classes are scheduled at a time when the facility's staff is not preparing food; in others, the students are members of the staff and participate in food preparation and service as part of their instruction. Because such an approach involves existing facilities, it places no additional demands on school budgets or available space and is of course more likely to gain acceptability. However, the program should distinguish between teaching and production aspects, with emphasis on the former. Students should be taught the basics of the industry, not be exploited as free labor.

As a rule, only the more ambitious programs in areas of hospitality education other than foodservice will have elaborate in-school facilities and equipment. For lodging and tourism, it may be more practical to limit the in-school investment to textbooks and instructional materials, and to rely on the employer to provide the working environment. Since some recreation occupations involve

supervision of athletic and sports activities, the use of the school gymnasium and outdoor sports facilities may be appropriate.

Whatever the scope of the individual hospitality program, the advisory council, to be discussed below, may prove to be of great assistance. Including as it does members of the business community, the committee may provide financial support or the means of obtaining new or used equipment at a reduced price.

Properly designed, the initial survey should suggest which of a number of avenues may be taken to obtain the use of desired facilities and equipment.

The Advisory Committee

The advisory committee is one of the vital keys to the success of a hospitality education program. It is essential to designing appropriate and realistic courses of study which can prepare students to meet job opportunities and industry standards of performance. It is an important channel for two-way communication between the community and the school, and thereby helps insure community acceptance. It is itself a source or avenue of support in the form of funds, materials and resource persons. The committee members are often instrumental in developing effective real-work-training programs and in placing qualified graduates.

Basically, the committee is composed of members drawn primarily from the business community, but also from the school and appropriate agencies and organizations. Its purpose is to advise the teacher and administrator in establishing and operating an effective educational program that is relevant to the world of hospitality work. Functions of the advisory committee are fully described elsewhere.[6]

Obligations to the Committee. While the advisory committee is just that—advisory—the school teacher and administrator have the obligation to treat it as a valued part of the school-community team. The committee members have every right to expect that they will be kept informed on school hospitality vocational education activities, and to be invited to participate in appropriate school and board of education meetings.

The committee members are as a rule experts in their fields with a great many demands on their time, and the very least they deserve is serious consideration for their personal investment and for their suggestions and advice. As Samuel M. Burt put it in describing the "rights and responsibilities" of the advisory committee member:[7]

"When you ask me to attend a committee meeting, please tell me what will be discussed at the meeting. I want the meeting to be run smoothly and be kept within reasonable time limits. And I want something to happen as a result of the meeting. As soon after the meeting as possible, I want to be informed what happened as a result of the advice and service we provided. I don't want to be asked to attend a meeting for the purpose of approving something that has already happened. If I find that I am being used for this purpose, I shall surely become your critic instead of your adviser."

Committee Composition. The ideally structured committee will have representatives of all those groups served by the program, with particular emphasis on the hospitality industry involved. With this full representation, the program will be more likely to gain public acceptance and understanding, to provide instruction relevant to industry needs, and to obtain industry cooperation in terms of training and job opportunities. Such a committee might include representatives of:

1. The hospitality businesses involved.
2. Trade and industry associations.
3. Labor unions.
4. The local office of the state employment service.
5. Students enrolled in the hospitality education program.
6. Graduates of the program who are currently employed in the industry.
7. Parents or PTA.
8. Post-secondary institutions offering courses of study in the hospitality industry.
9. School administrators and hospitality teachers.
10. For a foodservice curriculum, the committee might also include the supervisor of the school cafeteria and representatives of the local or state health departments.

If a planning committee was appointed to direct the survey that preceded establishment of the program, then its members might well be considered for the advisory committee. Regardless of the source from which they are drawn, the committee members should be individuals who are competent in their profession and who wish to serve because—as taxpayers, employers, citizens—they are

concerned about the quality of education in the community.

Recommendations as to the number to serve range from 5 to 25, although a figure closer to the latter would generally be necessary to provide adequate representation.

Members should be appointed for three-year terms. For the committee formed at the outset of the program, however, terms of one, two and three years should be distributed in some random manner so as to insure continuity in experience.

Public Relations: Internal and External

The school has two "publics" who should be informed as to the details of the hospitality education program and its meaning to the community. One public is, of course, the community at large, including parents of students and the hospitality businessmen. The other public consists of students to be enrolled in the program.

Both publics require somewhat different information, or the same information expressed in different ways. The community should be told that an educational program is now available which will equip students with the skills and attitudes required to pursue productive and rewarding careers, and that those careers will contribute to the social and economic health of the locality. The students should be told of the career opportunities made possible by the training, the investment they will have to make in time and study, and the prerequisites they will need to qualify for the program.

The community information program is best conducted through the news media with the assistance of the advisory committee. News releases describing the program in action and the accomplishments of students and graduates will probably be the most effective means of gaining media attention. Career day open houses which bring the public into the schools to observe the program are also quite effective methods of reaching smaller groups of people. Simple brochures written without professional jargon should prove useful in informing the student body.

Learning Experiences

There is probably no area of occupational education where such teaching techniques as role-playing, circle discussions, buzz groups, summarizing panels, etc., can be more effectively used than in hospitality education. Experience indicates that teacher creativity in classroom techniques involving interpersonal relations is much more effective for service occupation training than the traditional academic procedures.

Regardless of the size or location of the community, there is a wide variety of learning experiences available for use by the innovative teacher. These experiences may serve to stimulate student interest; reinforce classroom instruction; develop understandings and increase knowledge, insights, desirable attitudes and skills, and help the student explore career opportunities. In any case, the learning experience should be realistic, reflecting actual work environments and practices. While any educational activity can of course be defined as a learning experience, our concern here is with those occurring outside the classroom or brought into the classroom from the outside community. Specific suggestions for learning experiences are:

1. Classroom presentations by resource persons. Examples would be hospitality businessmen, trade association representatives, employees and labor union representatives, past graduates of the school program, and job counselors at the local office of the state employment service. These individuals can discuss the full range of job-related topics with authority, thereby compelling student interest. Their subjects may well include industry requirements for employee performance, wages and working conditions, advantages and disadvantages of careers in individual hospitality industries, the degree to which the educational program reflects the job situation and prepares the student for employment, and the job outlook. If a foodservice curriculum is offered, a representative of the state or local public health agencies could serve as a resource person in discussing health and sanitation aspects.

2. Observation trips to hospitality businesses. These visits are made to observe the job environment and to provide an opportunity for analyzing job problems in a realistic setting, or to relate classroom instruction to an on-the-job practice. To extract maximum value from a visit, the teacher might assign individual students to observe specific activities and then report their observations at the next class meeting. The businesses chosen for class inspection should, of course, be representative of those for which training is being given.

As in so many other aspects of hospitality education, the advisory committee members may again be of assistance by supplying both the

resource persons and the businesses to receive class visits.

3. Use of movies, filmstrips, tape recordings or other audio-visual materials. A list of materials that are currently available follows in Chapter VII. Although the materials included are those which are widely used and have been found to have value in secondary level educational programs, it would be wisest for the teacher to preview any being considered for classroom use.

Cooperative Vocational Education. Certainly one of the most effective and useful of the hospitality education techniques is cooperative vocational education which includes real-work-training. This was defined in Chapter I as "realistic work experience outside the classroom in an establishment serving customers and subject to the disciplines and requirements of a hospitality business." It gives the student the opportunity to achieve the following:

1. To practice skills that have been discussed or demonstrated in the classroom, and to apply his/her derived ideas to *real* job problems.

2. To determine whether a career in the hospitality area is suitable for him/her, by one of the best tests possibly—actually *working* in it.

3. Through specific *training*, to help arrange for employment after graduation, a fulltime job being a logical development if the student's performance has been satisfactory.

Since cooperative vocational education requires taking the student out of the school environment during school hours, any such program should have the integrated cooperation of the school administrator, teacher-coordinator and business operator, as well as the written approval of parents. As one indication of this cooperation is the desirability of scheduling classroom instruction so that it relates to the student's work experiences and duties. If classroom content and real-work-training are coordinated, then they will be mutually reinforcing and the learning experience will be more stimulating and more effective.

Because of their important role in the student's career, it is essential that the job and the employer be selected with great care. The job and the place of employment should be representative of those for which the student is being trained, and the employer should be an individual of high integrity. A single unfortunate experience could discourage a student from a hospitality career and could of course do damage to the educational program as well.

The thorough initial survey recommended in this chapter should locate suitable training station opportunities in the community, and the advisory council will be able to suggest some as well.

Once an appropriate employer has been found and has agreed to participate in the program, an agreement—preferably a written one—should be made. The agreement may cover wages, hours of work, any special training required, and the type and amount of supervision to be exercised by both teacher and employer. Further information on the agreement is available in another already existing publication[8].

Although most cooperative vocational education programs involve a half day in the classroom and a half day at the work station, there are alternatives here as well. Depending on the requirements of the school and the employer, the student may instead spend a full day or week in the classroom and, respectively, the next day or week on the job. In any event, a safe rule is to limit the number of working hours so that the combined time at school and at work in any one week does not exceed the legal work week.

Since cooperative vocational education is really an extension of the classroom, it is important that the same types of controls be applied to make certain that the trainee gains maximum advantage from the work experience. As a practical matter, the teacher cannot devote a great deal of time to observing the student on the job, and so must rely on the evaluation reports of the employer. Some teachers employ a combination of periodic visits to the hospitality establishment with employer reports. In any case, it should not be assumed that students will automatically benefit because they are being exposed to practical work experience. The progress should be regularly measured and recorded.

Evaluating the Program

A variety of evaluations should be made, most of them periodically, to judge the effectiveness of the program, to seek correction or improvement of the curriculum, to select more appropriate references and teaching materials, and to determine the quality of the student's performance. These evaluations should include coverage of the students' personal attitudes and behavior in hospitality work and their job skills and understandings. A number

of simple tests for student self-evaluation are shown in the next chapter, and measurable behavioral objectives are included in the following two chapters.

Any overall plan of evaluation should begin with a concise statement of objectives, and it should include frequent tests to measure the student's progress toward those objectives, and a means of recording the measurements. The traditional assessment methods are observations of class work, individual conferences with students, and written or demonstration examinations.

A pre-test/post-test system is useful not only in measuring student progress but also in determining the value of the program content.[1] Should pretest scores be unusually high (perhaps 50 percent success or higher), it could be assumed that the material is already familiar to students and that more challenging material should be used. If pretest grades are too low (50 percent success or lower), then the indication would be that the material is useful. Similarly, pre-test/post-test can be employed in judging the success of an individual lesson or group of lessons, and the findings applied in redesigning the lesson(s) content for appropriateness and value to an individual class.

Employer's Evaluation. It is in real-work-training that students apply what they have learned to serving customers, and so the performance should be particularly indicative of their progress. This is true because the classroom cannot hope to duplicate the stresses and problems of the work environment. The employer's report is, then, of great importance, although he/she may have difficulty in "grading" in a manner which will be useful for classroom application. The employer may, for example, consider a student to be a "good" or "bad" worker, but be unable to fully specify the qualities of the student's performance which account for that rating. The employer may take a parental attitude toward students and ignore any failings, or he/she may be a bit of a martinet and be overly negative in the rating, both of which are not entirely helpful in the assessment process. For all these reasons, it would be best for the employer to be given a prepared evaluation form which specifies the qualities to be graded. There are four main categories of qualities which should be graded. These are: work habits, personal attitudes and behavior, human relations and job skills. The more detailed and specific the form, the more helpful it will be. As a practical matter, however, the form should be limited to the qualities of most interest and significance, in order to help insure thoughtful completion by a busy supervisor. The teachers we surveyed who use an employer's evaluation form differ in their policies as to its confidentiality. Some use the form only for their own guidance in the classroom, although the student is of course informed of the grade based on the work experience; others review the report with the student in detail at periodic conferences.

Follow-Up Evaluation. Since the ultimate purpose of a hospitality education program is to prepare students for a successful career, their experiences as fulltime employees are another important indication of the effectiveness of the instruction. For this reason, it is highly useful to maintain contact with a former student, perhaps for up to five years after graduation. This period is suggested as it is sufficient to allow graduates to see their school and work experience in full perspective. Through the ex-student's responses, the teacher will be able to determine the directions to take in improving course content, and will hopefully derive considerable personal satisfaction as well.

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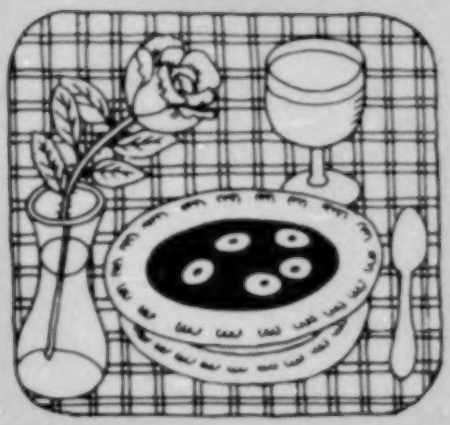


IV. The World of Hospitality Work

IV. THE WORLD OF HOSPITALITY WORK

In few other areas of the working world are the attitude, manner and appearance of employees so important to customer satisfaction as in the hospitality industries. It is a fundamental hospitality requirement that the customer be treated as a guest, and that he/she receive the courtesy and cordiality that are to be expected from any good host.

When the customer-guest buys the hospitality product–food, housing, travel arrangements, a recreational activity–he or she also buys the hospitality environment. The latter is structured of innumerable elements, all interacting in a complex arrangement, and some of them are so subtle in their effect as to escape conscious detection and analysis even by the customer. For each of the hospitality industries, these elements will include the decor, the quality of the physical environment (cleanliness, state of repair), and the comfort and utility afforded by the furnishings. But even the highest quality product, delivered in the most attractive surroundings, can be made unsatisfactory by the unfortunate looks and/or actions of the poorly trained or motivated employee.

Major keys to the effectiveness of any hospitality environment are, then, wholesome attitudes of the employee towards the work and faithful adherence to desirable patterns of behavior. As it happens, these can be the areas of greatest deficiency among high school students. Hospitality teachers who responded to our survey repeatedly mentioned development of good work attitudes in students as the most challenging problem in vocational education. They also emphasized the need for training to assist the students in obtaining and retaining employment–that is, orientation to the world of work.

The attitudes and behavior required to treat the customer as a guest are common to all of the hospitality industries. So important are these common traits–which we shall call the "hospitality core"–to a successful career that appropriate training ought to be offered in any hospitality education program.

The traits identified as highly desirable for hospitality employment include the following:

- Honesty.
- Dependability: is punctual, can be relied upon to satisfactorily complete assigned duties without excessive supervision.
- Pride in Work: is enthusiastic and conscientious; does not cut corners and willingly meets standards of quality.
- Willing to Follow Directions: able to perform as instructed; accepts constructive criticism by the supervisor without sulking or becoming resentful.
- Good Manners: practices courtesy, is friendly, shows tact in relating to customers, co-workers, and supervisors.
- Good Personal Hygiene: customarily clean and neat, does not have body odor, takes adequate care of hair, skin and nails.
- Willingness to Serve Others: finds helping and serving others to be rewarding and fulfilling; does not feel demeaned when performing hospitality services.

THE HOSPITALITY-CORE CURRICULUM

Topic descriptions, performance objectives, learning experiences and evaluations are provided for a number of the core subjects identified as important to hospitality career success by our teacher and industry respondents. The main categories of coverage are as follows:

- Self-evaluation of interests and aptitudes as a prospective hospitality employee.
- Development of hospitality attitudes.
- Hospitality-core job skills (change-making, principles of record keeping).
- Job analysis.
- Obtaining, retaining and terminating employment.

Several seemingly pertinent areas are not included in the following material and are left

instead to the design and discretion of the individual teacher. Among these are the amounts of classroom time to be allotted to overall hospitality-core instruction and to the specific subjects. Our assumption is that the matter of classroom time should be determined by the individual teacher who best knows the level of sophistication of the class. Some students may require assistance in the entire gamut of hospitality-core subjects, over the span of the whole semester. Others will need help only in becoming aware of proper hospitality attitudes. Among our respondents was one teacher who successfully employed a two-week session in resume writing, job application completion, communications, review of basic math skills, and student self-evaluation as to interests and abilities.

The self-evaluation tests here provided are relatively simple and are intended only to encourage student self-examination rather than yield definitive information on personality traits. More perceptive tests of personality, interests and aptitudes are certainly available, but these would also require the type of expert assistance in interpretation that may not be readily accessible to the teacher.

The material is also not given "unit" or "block" designations, that is, it is not rigidly organized into instructional units so as to give the impression of curriculum material which must be administered exactly as presented. That is not the case at all, for teachers are encouraged to use only that which they, with the counsel of their advisory committees, deem useful and applicable to student needs.

Self-Evaluation

Topic Description

An employee's success in the hospitality industries and the amount of satisfaction derived from the work will be determined largely by his or her personality traits, aptitudes and interests. Some of these are innate, and some can be developed and improved.

Once the students have identified their own interests, aptitudes, traits and any deficiencies, in relation to hospitality work, they will be better able to judge their suitability and to pursue needed improvement. The test materials employed here are designed for self-examination and to yield the desired information directly without the requirement for sophisticated interpretation. The test results will be made more meaningful and understandable through classroom discussion and class meetings with hospitality resource persons. The resource persons will also draw upon their experience and expertise to emphasize the importance of employees having the right attitudes, traits, aptitudes and interests.

Performance Objectives

After completing the classroom sessions and self-evaluation tests, the students will have a better understanding of their suitability for a hospitality career, and the areas in which they should seek self-improvement to be successful employees. They will be able to state the traits desired for hospitality work and why the traits are important to business success.

Learning Experiences

1. The teacher describes the desirable traits for hospitality employment, as shown above: honesty, dependability, pride in work, willingness to follow directions, good manners, good personal hygiene, and willingness to serve others. Reasons that the traits are important to the success of a hospitality enterprise are also indicated, including the following:

- The customer expects to be treated as a guest, and will partly judge the hospitality product on the basis of the behavior of the people who provide the service. They must be friendly, courteous and enthusiastic to serve the customer's individual needs if he/she is to be satisfied.
- Esthetic considerations are vital to the customer's approval of hospitality services, and he or she can be influenced favorably or unfavorably by the appearance of employees.
- For most individuals, the use of hospitality services represents a special occasion—say, a wedding anniversary dinner, or a long-awaited vacation trip—and expectations are likely to be high. Any occurrence which mars the event will have an exaggerated impact.

2. Students are encouraged to describe favorable and unfavorable experiences which they personally have had in purchasing hospitality services. If they had been providing the services, what would they have done to effect improvements?

3. Industry resource persons visit the class to describe traits observed in successful employees, noting specific examples from their experience. The resource persons may be a hospitality business operator, the personnel manager in a hospitality

business, and a current employee, preferably one who was graduated from the school involved.

4. The teacher distributes one or more of the self-evaluation tests, the number and types depending on the needs of the class. The teacher emphasizes that the purpose of the tests is to help the students achieve self-understanding and determine individual suitability for hospitality work. It is pointed out that there are no "right" or "wrong" answers, and there is no advantage to making inaccurate responses. No stringent time limit is set for completion of the forms and, in fact, students are encouraged to take the tests home and fill them out at leisure.

The students are told they need not sign the completed forms, but should code them for reclaiming. As many as possible of the completed forms are discussed by the class, which is guided by the teacher in relating the answers to the real work situation.

The tests offered here are in three categories: Personality tests bearing on hospitality requirements, IV-1 and IV-2. Likes and dislikes relating to the work situation, IV-3, IV-4, IV-5 and IV-6. Aptitudes, IV-7.

Evaluation

Students' ideas of suitability for a hospitality career must be based on their own standards. However, both teachers and industry resource people can best help by insuring that industry information is realistic and accurate, and that student expectations are reasonably achievable. There are, as in the suggested tests, no "right" or "wrong" answers, but good counseling can help produce meaningful self-evaluation.

Hospitality Attitudes

Topic Description

Most hospitality businesses require the contribution of a variety of services by a number of employees, and the individual operation will be unable to survive unless there is teamwork, attention to product quality and good treatment of customers. After self-evaluating their suitability for hospitality work, the students will be helped to improve in the hospitality attitude areas of pride in work, dependability and good manners. They will also be shown that an employee's friendly manner improves a customer's enjoyment of the hospitality product.

Performance Objectives

The students will come to understand the importance of pride in work, dependability and good manners in hospitality work. They will demonstrate this understanding in the role-play learning experience, and by their participation in the class discussions. They will be able to cite examples of what can occur when employees do not have pride in their work, or are not dependable, or behave rudely to customers.

Learning Experiences

1. The teacher points out that the hospitality attitudes of pride in work, dependability, good manners and friendliness can be developed and improved in the individual. It is explained that a student who is deficient in these attitudinal areas will probably have a difficult time succeeding in hospitality work and will probably have a lower income than students with better developed attitudes. The teacher compares the friendly and outgoing waiter or waitress with one who is reserved and cold, and explains that the former will ordinarily receive a far higher tip income.

2. The teacher sets an example by exhibiting pride in his/her own work.

3. Each student demonstrates a skill learned in real-work-training or in some other part-time employment, thereby building self-confidence as well as pride in work. The class asks questions about the student's work experiences.

4. The teacher describes the importance to the community of the skills being taught. A resource person, preferably a hospitality business operator, visits the class to talk about the role played by the relevant jobs in the individual business. What happens to the business operator's sales volume and profit margin when competent personnel are not available, or when unreliable or sloppy workers hold jobs in the enterprise?

5. The teacher gives examples from the hospitality areas being taught of what occurs when an employee is not dependable. (The chef creates fine food, but it arrives at the customer's table cold and unpalatable because of an unreliable and forgetful waitress. The customer arrives at the resort hotel, but finds that the travel agent did not make reservations. A playground is not fully utilized because the playground assistant is never around to pass out sports equipment.) Students are encouraged to tell the class about instances when they

(Text continues on page 37.)

MY PERSONALITY

For each of the items listed below, check the column which in your opinion describes you most accurately.

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
A. APPEARANCE AND HEALTH				
1. Health	_____	_____	_____	_____
2. Complexion	_____	_____	_____	_____
3. Posture	_____	_____	_____	_____
4. Facial Expression	_____	_____	_____	_____
5. Grooming	_____	_____	_____	_____
B. MANNERS				
1. Practice of rules of etiquette	_____	_____	_____	_____
2. Table and party manners	_____	_____	_____	_____
C. EXPRESSION				
1. Voice quality	_____	_____	_____	_____
2. Correctness of English usage	_____	_____	_____	_____
3. Pronunciation and enuciation	_____	_____	_____	_____
4. Conversational ability	_____	_____	_____	_____
D. PERSONAL TRAITS				
1. Industrious	_____	_____	_____	_____
2. Emotionally stable	_____	_____	_____	_____
3. Cooperative	_____	_____	_____	_____
4. Honest	_____	_____	_____	_____
5. Punctual	_____	_____	_____	_____
6. Persevering	_____	_____	_____	_____
7. Sincere	_____	_____	_____	_____
8. Cheerful	_____	_____	_____	_____
9. Poised	_____	_____	_____	_____
10. Patient	_____	_____	_____	_____
11. Enterprising	_____	_____	_____	_____
12. Loyal	_____	_____	_____	_____
13. Dependable	_____	_____	_____	_____

IV-1. Personality self-evaluation test, on this and the following page. Source: Hyden, Muriel, and Shurr, Harriet: "Commonalities in Vocational Education," North Dakota Research Coordinating Unit, State Board for Vocational Education, Bismarck, 1973-74.

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
14. Witty	_____	_____	_____	_____
15. Tactful	_____	_____	_____	_____
16. Friendly	_____	_____	_____	_____
17. Sportsmanlike	_____	_____	_____	_____
18. Self-reliant	_____	_____	_____	_____
19. Creative	_____	_____	_____	_____
20. Unselfish	_____	_____	_____	_____

What strengths and weaknesses might affect your choice of vocation? What weaknesses might endanger your chance for success?

MY WORK HABITS

Answer Yes (letter perfect habit), So-So, or No (poor habit) in the Answer column and enter the score in the Score column.
Each YES answer = 3 points. Each So-So answer = 2 points. Each No answer = 1 point.

STARTING THE WORK PERIOD

Do You:	Answer	Score
1. Attend class regularly, and consider the class as an important personal commitment?	_____	_____
2. Leave coats, books, chewing gum, boyfriends, and girlfriends, and all unnecessary items outside the class room?	_____	_____
3. Arrive at class in time or even a few minutes early; with no loitering in the halls or at the door?	_____	_____
4. Enter the room quietly?	_____	_____
5. Have with you all materials (paper, pencil, thinking caps, etc.) needed for the day's work? Are you a self-sufficient, so that you do not have to borrow from your neighbor?	_____	_____
6. Come to class appropriately dressed and well groomed?	_____	_____
7. Come prepared to take an active part in learning activities?	_____	_____
8. Stop talking when class begins without being told, and avoid unnecessary talking during class?	_____	_____

WORKING HABITS DURING THE PERIOD

Do You:		
9. Devote your full attention to the class--put aside your outside interests for the full time of the class?	_____	_____
10. Feel responsible for your behavior and performance in the classroom so that you always have your "best foot forward?"	_____	_____
11. Listen carefully, quietly, and courteously to instructions?	_____	_____
12. Do all work carefully and according to directions?	_____	_____
13. Make your own decisions about routine matters regarding classroom procedure and assignments?	_____	_____

IV-2. Work habits evaluation test, on this and the following page. Source: Hyden, Muriel, and Shurr, Harriet: "Commonalities in Vocational Education," North Dakota Research Coordinating Unit.

		Answer	Score
14.	Use your initiative and adapt well to changes in classroom procedure or in assignments?	_____	_____
15.	Participate in discussion and learning?	_____	_____
16.	Feel responsible for producing an acceptable, finished product?	_____	_____
17.	Strive for high standards of performance?	_____	_____
18.	Turn in neatly done work?	_____	_____
19.	Try always to do satisfactory work rather than to try always to find satisfactory excuses for not doing the work?	_____	_____
20.	Work until the end of the period without reminders?	_____	_____
21.	Turn in work before the deadline?	_____	_____
22.	Realize that you are dismissed by a person not the clock?	_____	_____
23.	Make sure your work station is in good order before leaving it?	_____	_____
24.	Always return books and borrowed materials to proper place?	_____	_____
25.	Leave the room the way you entered--quietly?	_____	_____
26.	Show respect for school and personal property, both yours and the belongings of other people?	_____	_____
27.	Never behave in an annoying manner; are you always courteous, cooperative, and businesslike while in the classroom?	_____	_____
28.	Show respect for classmates?	_____	_____
29.	Display traits employers look for in a beginning worker, such as dependability, reliability, honesty, efficiency, loyalty, perseverance, and cheerfulness?	_____	_____
30.	Refrain from chewing gum in class?	_____	_____
31.	Remain calm, cool, and collected under pressure?	_____	_____
32.	Zealously guard your reputation as an industrious student?	_____	_____
33.	Consider how your decisions and actions will affect your peers and co-workers?	_____	_____

99--90	Better take another look at yourself. Who is that perfect?
89--85	You are doing very well
84--77	You may well be slipping in the wrong direction to be a good employee Are you willing to find out why?
76--33	You will have to make some changes if you expect to succeed in either the classroom or business world.

MY HIGH SCHOOL SUBJECTS

Can you see any definite patterns in your likes and dislikes which might affect your choice of vocations? Do your grades reflect any strengths and weaknesses which might affect your choice and success?

SUBJECTS	GRADES	Things I like about it	Things I dislike about it
Mathematics:			
Science:			
Social Studies:			
OTHER SUBJECTS:			

IV-3. Self-evaluation test uses attitudes toward high school subjects to help determine student's suitability for a career. Source: Hyden, Muriel, and Shurr, Harriet: "Commonalities in Vocational Education," North Dakota Research Coordinating Unit.

MY WORK EXPERIENCE AND INTERESTS

JOB	Things I disliked about it	Things I liked about it
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates _____ Positions: _____		
Firm: _____ Dates _____ Positions: _____		

How might the likes and dislikes affect your choice of vocation?

How can your work experience help you in choosing your vocation?

IV-4. The student's attitudes toward work experience are self-examined in this form to assist in making a career choice. Source: Hyden, Muriel, and Shurr, Harriet: "Commonalities in Vocational Education," North Dakota Research Coordinating Unit.

MY EXTRACURRICULAR ACTIVITIES AND INTERESTS

CLUBS AND ORGANIZATIONS

(Include length of membership, record of participation, offices held)

Do you see any pattern in your likes and dislikes? How can an understanding of the likes and dislikes listed below help you in selecting your vocation?

ORGANIZATION	Things I disliked about it	Things I liked about it

SOCIAL LIFE

ACTIVITY	Things I dislike about it	Things I like about it

HOBBIES, MAGAZINES, TRAVEL, ETC.

ACTIVITY	Things I dislike about it	Things I like about it

IV-5. This self-evaluation test explores attitudes toward activities and interests outside the classroom. Source: Hyden, Muriel, and Shurr, Harriet: "Commonalities in Vocational Education," North Dakota Research Coordinating Unit.

Analyzing Needs and Satisfactions

Part I

Directions: Put a plus sign (+) to the left of each satisfaction that you feel is important in your life. Put a minus sign (-) to the left of each satisfaction that you feel is not so important.

_____ Doing things indoors
_____ Feeling important
_____ Working with words
_____ Being told what to do
_____ Working with numbers
_____ Getting attention
_____ Doing routine work
_____ Being a member of a group
_____ Having responsibility
_____ Working slowly
_____ Helping other people
_____ Being challenged intellectually
_____ Working with your hands
_____ Knowing why you're doing something
_____ Being liked by co-workers
_____ Achieving your ambition
_____ Working with things
_____ Making decisions
_____ Dealing with feelings
_____ Working in a small group
_____ Being judged fairly
_____ Competing with others
_____ Feeling self-confident
_____ Doing precise work
_____ Working with women
_____ Becoming well known
_____ Exercising leadership
_____ Running occasional risks
_____ Being creative or original
_____ Influencing people
_____ Moving about at your work
_____ Being honest and ethical
_____ Eating good food
_____ Having convenient working hours
_____ Doing things on your own
_____ Mastering an area of knowledge
_____ Feeling loyal to others
_____ Doing a variety of things
_____ Being promoted
_____ Working in pleasant surroundings
_____ Having authority over others
_____ Doing work of value to society
_____ Using your capabilities
_____ Sensing order in your life
_____ Telling others what to do
_____ Handling money
_____ Living up to your ideals
_____ Working outdoors
_____ Liking the work that you do
_____ Liking your co-workers
_____ Seeing the product of your work
_____ Feeling independent
_____ Always knowing what's next
_____ Dealing with people
_____ Being able to express your ideas
_____ Feeling safe from accidents
_____ Making your family proud of you
_____ Traveling as part of your work
_____ Not having responsibility
_____ Doing things skillfully
_____ Talking to co-workers
_____ Keeping busy in a productive way
_____ Talking to others
_____ Encountering unexpected tasks
_____ Feeling part of something big

Part II

Directions: Select an occupation that you think you would enjoy and indicate which of the needs listed above would be satisfied in the occupation you have selected. Put a check sign ( ) to the left of each satisfaction that you feel the occupation could satisfy. Put a circle (O) to the left of each satisfaction that you feel may **not** be satisfied in that occupation.

IV-6. Work attitudes self-evaluation form. Source: Sanstad, Julie; Hansen, Lorraine S.; Klaurens, Mary K., and Tennyson, W. Wesley: "Career Development Curriculum for Home Economics Teachers," Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, St. Paul, 1974.

AN APPRAISAL OF MY APTITUDE

Listed below are several areas of ability or aptitude. (Try not to confuse interest with aptitude.) Interest means what you have a feeling of curiosity, fascination, or absorption about. Aptitude means your capacity for success in a given area in which you receive training. On the right are three degrees of ability. Consider each ability individually and check the degree you believe you possess.

	DEGREE OF ABILITY		
	Below Average	Average	Above Average
1. Physical			
a. Strength	_____	_____	_____
b. Coordination	_____	_____	_____
2. Manual (hand and finger dexterity)	_____	_____	_____
3. Mechanical	_____	_____	_____
4. Clerical (speed and accuracy with detail, numbers, names, etc.)	_____	_____	_____
5. Social (ability to get along with others at work and play)	_____	_____	_____
6. Mental			
a. Verbal-meaning (ability to understand ideas expressed in words)	_____	_____	_____
b. Spatial (ability to think about objects in 2 or 3 dimensions)	_____	_____	_____
c. Reasoning (ability to solve problems logically)	_____	_____	_____
d. Numerical (ability to work with numbers rapidly and accurately	_____	_____	_____
e. Word-fluency (ability to write and talk easily)	_____	_____	_____

Which are your strongest areas? Which are your weakest?

How might this affect your choice of vocations?

IV-7. Aptitudes self-evaluation test. Source: Adapted from Hyden, Muriel, and Shurr, Harriet: "Commonalities in Vocational Education," North Dakota Research Coordinating Unit.

received poor service because of unreliable employees.

6. Students role-play situations in which good and then bad manners, and friendly and unfriendly behavior are exhibited. Class members comment on their reactions. The role-playing students are given the opportunity to be both the customer and employee. The role-play would be used to illustrate the effects of employee behavior on the amount of hospitality services purchased, the customers' enjoyment of the services, and their decision as to whether they will return to the establishment in the future. Enough situations should be used so as to allow the entire class to participate, either as "players" or in the discussion.

Evaluation

Measurement of the student's hospitality attitudes will be on performance in learning experiences and on observation of attitudes exhibited in the classroom and in real-work-training and/or part-time employment—as they relate to industry standards.

Personal Appearance

Topic Description

Because esthetic aspects are an integral part of the hospitality product, the personal appearance of employees is critical to customer satisfaction. A clean, well groomed employee indicates to the customer that the establishment itself is clean. Cleanliness is particularly important in a foodservice because of the hazards of foodborne illness.

The elements of good grooming which should be followed by the hospitality worker are:

- A daily bath, and use of deodorant to avoid body odor.
- Teeth brushed daily.
- Face and skin kept clean and free of infection, again particularly important for foodservice employment. Cosmetics and perfumes used with taste and restraint; strong scents avoided.
- Hair shampooed as often as necessary to be kept clean; neatly brushed and combed and worn in an appropriate hair style.
- Hands and nails kept clean and manicured.
- Personal clothing or uniform changed daily, or more often if necessary to be kept clean and neat. Only the minimum necessary jewelry worn on the job, especially in foodservices where intricate designs could hold dirt and food particles.

Performance Objectives

After completing this material, the student will be able to explain why good personal appearance is important to the success of the hospitality worker and the hospitality business. He/she will also be able to list the elements of a good grooming schedule to follow. The student will demonstrate an understanding of this material by showing improvements in grooming and appearance.

Learning Experiences

1. The teacher describes the principles of good grooming and personal cleanliness, indicating as appropriate why they are important to the hospitality business.

2. A local or state public health official speaks to the class about the importance of personal cleanliness and good health habits. A fashion co-ordinator from a local department store advises the class on the ways to present the most attractive appearance.

3. Two students are asked to dress themselves so that they may represent clear examples of good and bad grooming. The class members are then invited to point out what is right and wrong with their appearances.

4. The class visits a hospitality enterprise and notes the grooming of the employees, and later critically analyzes the workers' appearances in terms of how they reflected on the establishment.

5. The students are asked to rate each other's grooming and manner, using a simple form which solicits "yes" or "no" answers to questions. The teacher assigns names of the students to be rated, or otherwise insures that everyone is evaluated. The form should be employed with the greatest discretion to avoid bad feelings which might interfere with the progress of the class. Perhaps it would be best for the individual doing the rating to not be known to the student being rated. The form might use questions similar to the following:

Does it appear that he/she is as clean as a hospitality worker should be?

Does she use makeup moderately?

Is he/she friendly and courteous?

The form may be used both before and after the section on "Personal Appearance" is given so as to determine the extent of improvement.

Evaluation

The degree to which students are to meet objectives will be determined by the teacher on the

basis of observation of student performance in the prescribed learning experiences, measured against the teacher's understanding of standards required by industry for particular entry-level jobs. The teacher should obtain outside resource assistance from the industry involved as necessary.

Hospitality-Core Job Skills: Change-Making

Topic Description

Regardless of the job or the hospitality industry worked in, the employee may be called on to make change. He/she should learn to do so quickly, accurately and pleasantly, preferably with the cash register.

Since the change-maker or cashier is usually the last employee to see the customers, he/she must also practice hospitality attitudes. If this is done, the customer's positive impression of the establishment will be reinforced.

Students should be familiarized with the operation of the cash register. It is used to: Keep money safe, provide a record of transactions, provide a receipt, indicate the product category of the sale, and serve as an adding machine.

In assuming responsibility for change-making, the cashier first verifies the cash on hand left from the last shift, and sets up the change bank, the set amount kept available by the establishment for making change. Before ending the shift, the cashier determines that the total cash on hand equals the sum of the sales recorded on the cash register tape and the change bank.

Whether employing a cash register or not, the employee follows a set procedure in making change:

1. The employee says aloud the amount of the sale and the amount of money received, so as to minimize the possibility of confusion regarding the amount of money paid by the customer. ("That's three-twenty-five out of ten dollars.") The money and the sales bill are kept by the cashier all the while change is being made.

2. The sale is recorded on the cash register.

3. The change is counted for the customer, starting with the smallest coin and working toward the largest bill. The money is given to the customer while the cashier adds the change to the bill out loud. Following the example in "1," the cashier might give the customer three quarters, one $1 bill and one $5 bill, in that order. The cashier would then say aloud, "That will be three-fifty, three-seventy-five, four dollars, five dollars, and five dollars more makes it ten dollars."

4. Thank the customer.

Performance Objectives

The student will be able to make change quickly and accurately, and perhaps operate the cash register as well, while maintaining a pleasant attitude to the customer.

Learning Experiences

1. The teacher describes the proper procedure for making change.

2. If a cash register is available, the teacher demonstrates its operation. As many students as possible take turns as cashier, using paper play money and real coins. They practice change-making on the basis of previously prepared sales bills presented by the other students along with varying amounts of paper play money and change.

3. The students are organized into teams of two each.[9] They are paired so that at least one of the partners has adequate basic math skills. Each pair is given an envelope containing a set amount of paper play money and coins, a set number of previously prepared sales slips, and a shallow tray—a plastic silverware tray would do—with cardboard dividers placed so as to resemble the cash drawer.

The students are asked to check and confirm the contents of the envelopes and to initial the envelopes. Each student in a pair goes through the change-making with the sales slips, once as a customer, once as a cashier. Each transaction is recorded as to the amount of money received, the amount of the purchase, and the change returned. The more capable student of each pair is encouraged to vary the change-making by paying with odd amounts. Both students always check to be sure the count is correct.

When both students have been the "customer," the cash is counted again, the total noted and initialed, and the envelope sealed.

Evaluation

The student will make change with appropriate speed and dexterity, and maximum accuracy (100 percent accuracy after completing the learning experiences, including demonstration of the ability to check for errors and effect corrections).

Hospitality-Core Job Skills: Record Keeping

Topic Description

Throughout his working career, the hospitality employee will be required to maintain and use records and forms. These business tools store information and present it in a convenient manner for reference by both employees and customers. Thus, they serve both as a means by which to chart progress of a business and also to communicate with the public. These functions are defeated if the forms are carelessly or inaccurately maintained.

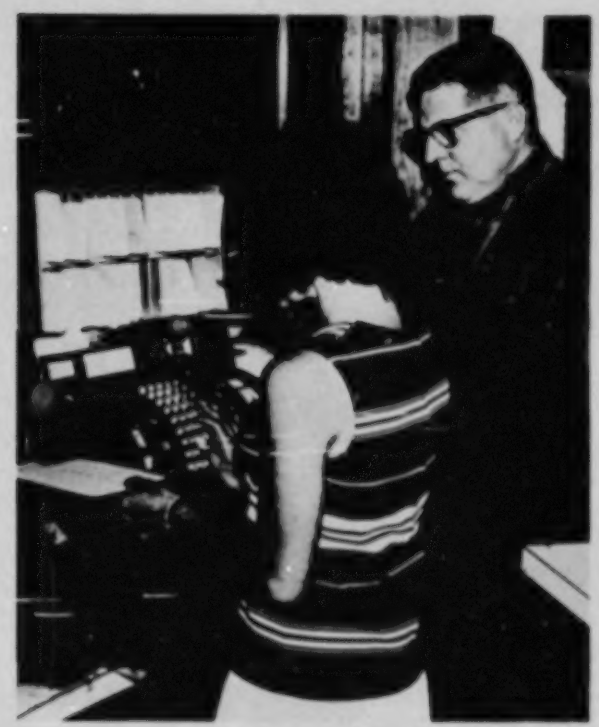
Performance Objectives

The student will come to realize that a variety of forms are important to the world of hospitality work and that they must be handled with responsibility. He or she will also gain familiarity with some of the forms used in real-work-training or in fulltime employment.

Learning Experiences

1. The teacher presents a variety of hospitality business forms (menus, sales slips, registration forms, purchase orders) and encourages the class to discuss the purposes served by the information contained in the forms and the potential results if the information is erroneous.

2. The students are assigned to design forms for a hospitality business and then to discuss the value of the records to the business and its customers.



Source: *Motel/Motor Inn Journal*

Evaluation

The student will, after completing the learning experiences, utilize assigned forms and records as required to meet employer standards.

Job Analysis

Topic Description

When they become fulltime workers, the students should be able to examine available opportunities and select the jobs which best meet their individual needs every time they change employment. If the analyses of the advantages and disadvantages of individual jobs are perceptive, students will be able to pick the positions that advance their skills and long-term careers. If they repeatedly select those jobs that are wrong for them, then their hospitality careers will be relatively unsatisfying and unrewarding, and their careers will progress slowly, if at all.

Analysis of entry-level jobs is particularly appropriate for students, as it will assist them in selecting careers and in planning the training required. In analyzing a job, the student will want to determine the obligations of the employer and the employee to each other. The categories of analysis should include:

Duties Performed: regular or daily duties, weekly duties, and duties done at other time periods.

Employment Opportunities: Is the occupation overcrowded, or are opportunities growing and likely to increase in the future?

Hours of Work: Day or night shifts, split shifts? Year-round or seasonal? If the latter, which are the busy months and which are the slack ones?

Employment Requirements: Age; physical size, weight and strength; health examination; special job skills, special social and personal qualities; license; union membership; apprenticeship.

Job Behavior Requirements: What are the standards of cleanliness and personal grooming? Is it necessary to take special precautions because of the possibility of the spread of disease?

Personality Requirements: Is the job primarily a social one; that is, does it require the employee to deal largely with other people, or to work alone

much of the time? Does it require performance of repetitive, standard routines? Must the employee work under pressure and meet tight deadlines frequently or only rarely?

Typical Work Environments: Outdoors or indoors. If indoors, is it clean and temperature-controlled? Quiet or noisy?

Salary: How does the starting salary compare to those of other similar positions? What salary can one expect after five years' employment? After ten years? On what basis is salary paid—daily, weekly, monthly? Overtime pay?

Fringe benefits: Provision of uniforms and laundering of uniforms? What part, if any, of the life and health insurance premiums are paid by the employee? What are the sick leave provisions? How much vacation with pay is given? If a foodservice, how many free meals are provided? What is the extent of retirement benefits, and how many years of service must the employee have to become eligible? Are there provisions for profit sharing?

Advancement Opportunities: How long is the new employee on probation? What, if any, additional training is required to qualify for an advanced position? On the average, how long does it take for employees in this kind of job to be promoted? To which jobs are they promoted? Are there automatic pay raises in grade?

Extent of Supervision: Is the employee under constant supervision, or is he/she required to use a great deal of initiative? To how many people is the employee responsible?

Safety Environment: Are there hazardous aspects of the job? To what extent is the employee responsible for the safety of other employees? To what extent are they responsible for his/her safety?

Performance Objectives

After completing this section, the student will be aware of the standards to be applied in analyzing jobs so as to satisfy individual needs and abilities. He/she will be able to list at least a dozen questions that may be used in analyzing a job.

Learning Experiences

1. The teacher reviews the information areas to be covered in analyzing a job. Students are assigned to analyze jobs known to them, perhaps through real-work-training or other part-time employment opportunities.

2. Students interview hospitality employees to discover employment policies (hours of work, shifts, dress requirements, etc.) which are prevalent in local establishments.

3. Observation trips are made by the class to several hospitality businesses and later the students compare working conditions which they saw.

4. Each student is assigned to select an individual hospitality job and then analyze it according to the duties involved.

Evaluation

The student's attainment of the objective will be measured by the teacher on the basis of performance in learning experiences and the teacher's understanding of the individual student's needs as related to the standards of industry jobs.

Finding the Job

Topic Description

By taking full advantage of all possible sources of information on job openings, the student will be more likely to obtain employment which meets his/her needs and abilities. The usual sources of job opening information are[10]:

1. Tips from friends, relatives, neighbors and acquaintances. Approximately half of all jobs are secured in this manner.

2. Personal application, by letter and in person, to businesses in which employment is desired.

3. Former employers. Real-work-training supervisors or those in other part-time jobs are usually willing to recommend a good former employee for a new opportunity, and they often learn of employment openings because of their contacts in the business world.

4. Newspaper want ads. There are five basic types of ads placed in the newspaper want ad section: (a) inquiry by a specific, named company, (b) a "blind" placement, (c) job placement promised through enrollment in special schools, (d) general listings by employment agencies, and (e) "job wanted" ads placed by applicants. The last type is usually more valuable to experienced workers.

5. Employment agencies (public and private). The state employment service has offices in larger communities where applicants are interviewed, counseled and found employment at no fee. Private employment agencies perform the same functions but charge a fee which must be paid by the employer or the employee.

The student should avoid employers who require payment of a fee to consider an applicant for a job.

6. School counselors and teachers. Hospitality employers who desire entry-level employees will often contact the school which has a vocational education program.

Performance Objectives

The student will be able to list the main sources of information about job openings, and will demonstrate the ability to use and understand want ads.

Learning Experiences

1. The teacher describes the usual sources of information about job openings, and mentions examples of those which have been used successfully by graduates of the educational program.

2. The students are assigned to search the local newspapers for want ads requesting hospitality industry employees. The ads are to be clipped from the newspaper and returned to the class along with analyses as to the qualifications specified (amount of experience, education, skills, age, personality traits, physical requirements, etc).

Evaluation

The ultimate criterion in this area is finding a job which the student wants and for which he or she is prepared. A less satisfactory but more readily applicable criterion is the degree to which the student demonstrates knowledge of job-finding information and techniques as they relate to industry standards known to the teacher and commonly accepted by potential employers.

Getting the Job

Topic Description

Once the student has located a prospective employer, he or she will probably need to use one or more of the following written instruments to get the job:

1. Resume, or personal data sheet.
2. Letter of Application.
3. Employer's Job Application Form.

The content and appearance of each of these will most certainly affect the employer's opinion of the applicant's personality and suitability for employment.

The resume is a concise statement, no longer than a page if possible, of the student's qualifications and background. It should be neatly typewritten, free of errors and logically organized. While the resume should be an honest description of the student's background, it should also emphasize his/her best qualifications and experience through appropriate placement and organization of the form. The student need feel no obligation to describe qualifications which he does *not* have. An outline for a proper resume is shown in IV-8, which is designed to be used as a handout.

The resume should be reproduced so that a copy can be sent with each letter of application or given directly to the employer at the time of the personal interview. It is also useful to the student because it contains the information that will be needed in filling out the employer's application form.

The letter of application is a brief sales letter in which the applicants hope to sell themselves to employers as the right persons for the jobs. A desperate need for a job is not a convincing sales argument for inclusion in the letter; instead, the applicant should attempt to show how he/she can benefit the establishment.

As with the resume, the letter of application should be typed neatly, free of errors and smudges, on 8½" x 11" white bond paper. If possible, the letter should be addressed to a specific individual. The letter of application should state:

1. In its first paragraph, how the applicant heard of the job opening and exactly which job he/she is interested in.

2. The applicant's qualifications for the job and the reasons for the interest in working for the firm.

3. That a resume is being enclosed.

4. A request for an early interview, including the address and/or telephone number where the applicant can be reached.

The employer's application form will request a good deal of the same information contained in the applicant's resume, but arranged in a manner that is convenient for the company's interviewing and filing purposes. A typical application form is shown in IV-9.

The form should be neatly filled out in black or blue ink, or typed when possible, and as completely as possible. Answers should be printed, unless otherwise requested. If a question does not seem to apply to the applicant, he/she should reply "not applicable," or "NA," or "none." This will indicate to the employer that the student attempted to answer conscientiously and did not omit or overlook something. Names and addresses

CENTER YOUR
NAME
ADDRESS
TELEPHONE NUMBER

PERSONAL DATA

Age: * Health: * Height, Weight: Marital Status:

EDUCATION:

(Schools attended and date of graduation.)

SUBJECTS STUDIED:

(Particularly those that have something to do with the job you want.)

SPECIAL SKILLS

(Skills you developed, equipment you can operate, jobs you can do.)

WORK EXPERIENCE

(All the jobs you have had, including part-time and summer work, with brief descriptions of duties, the dates of employment and the names of employers.)

EXTRACURRICULAR ACTIVITIES, HOBBIES

(List organizations individually, along with offices and responsibilities you held.)
(List hobbies and special interests.)

REFERENCES

(Several, listed with their permission.)

(Teachers, friends of parents, former or present employers. Include addresses and occupations.)

******

Note: * (Born in city, state; date)
** (Physical limitations, if any)

IV-8. Outline for a resume.

IV-9. Typical employment application form. Source: Hilton Hotels Corporation.

HILTON HOTELS CORPORATION
APPLICATION FOR EMPLOYMENT

Hotel Name _____

City _____

Position Desired _____ Date _____

Salary Desired _____ Social Security No. ☐☐☐ ☐☐ ☐☐☐☐

Name _____ Maiden Name _____
LAST FIRST MIDDLE

Address _____ Phone _____
STREET CITY STATE ZIP

Please Check ( ): Male _____ Female _____ Married _____ Single _____ Divorced _____ Widowed _____ Separated _____

Height _____ Weight _____ U.S. Citizen _____ Alien Reg. No. _____ No. of Dependents _____

Date of Birth _____ Age _____ Employment Act of 1967 prohibits discrimination on the basis of age and sex.
MONTH DAY YEAR

Have you had a major illness in the past 7 years? Yes ☐ No ☐ If "yes", please explain _____

Have you ever or are you now receiving Workmen's Compensation? Yes ☐ No ☐ If "yes", please explain _____

Who referred you for this position _____ Have you ever worked for Hilton Hotels? _____

Where? _____ From _____ To _____ Reason for Leaving _____

Have you ever been convicted of a crime? _____ If "yes", please explain _____

Education: Circle Highest Grade — 1 2 3 4 5 6 7 8 9 10 11 12 College — 1 2 3 4 Degree _____

Last School Attended /Year _____ Languages spoken other than English _____

Other Training or Trade Schools _____

Typing Speed _____ Shorthand Speed _____ Business Machines Operated _____

Military Record: Branch _____ From _____ To _____ Rank _____ Type of Discharge _____

Present Draft Status _____ Lottery Number _____ Reserves ☐ Yes ☐ No Branch _____ Active ☐ Yes ☐ No

In Emergency Notify _____ Relationship _____

Address _____ City _____ State _____ Phone _____

PREVIOUS EMPLOYMENT

List Below Your Previous Experience Beginning with Your Last Position

Firm Name	Nature of Work
Address	
Dates: From To	Name of Supervisor
Reason for Leaving	Salary
Firm Name	Nature of Work
Address	
Dates: From To	Name of Supervisor
Reason for Leaving	Salary
Firm Name	Nature of Work
Address	
Dates: From To	Name of Supervisor
Reason for Leaving	Salary

PERSONAL REFERENCES Other Than Relatives or Past Employers

1. _____

2. _____
NAME ADDRESS CITY STATE

I certify that any misrepresentation made in this application will be sufficient cause for cancellation of this application and/or for my separation from Hilton Hotels Corporation. I certify that if employed, I will abide by all company rules and regulations. I certify that the above statements have been read by me and that the statements I have made on this application are true and correct.

_____
Signature of Applicant

Public Law 91-508 requires that we advise you that a routine inquiry may be made during our initial or subsequent processing of your application which will provide applicable information concerning character, general reputation, personal characteristics and mode of living. Upon written request, additional information regarding inquiry, if one is made, will be provided.

An Equal Opportunity Employer

R 29-1 (REV. 9-72)

should be accurately and completely written. The student will be able to fill out the application form more accurately and quickly if the desired information is at hand before him/her in the form of the resume or some other record.

In some cases, the employer may request in the want ad that the applicant call to set up an appointment for an interview, rather than write a letter of application. Before making the call, the student should prepare (or at least have in mind) an outline of what he/she wishes to say. Since the employer may wish to screen out unsuitable applicants at the initial phone call, the student should be prepared to describe background and qualifications in as brief and convincing a manner as possible. The caller should identify himself/herself and the purpose for calling at the outset of the conversation, and should be courteous and friendly to anyone who answers the phone.

Performance Objectives

The students will be able to prepare their own resumes, to write letters of application and to complete employer application forms. They will do so while meeting standards of neatness, completeness and accuracy.

Learning Experiences

1. The teacher describes the purpose of the resume, letter of application and job application form. Each student is assigned to prepare his/her resume, which will meet standards of neatness, completeness and manner of organization. A letter of application is also to be prepared in response to a fictitious job opening, and it will meet the standards of neatness, clarity of expression and persuasiveness. Finally, each student is to fill out a job application form which meets the standards of neatness, completeness and accuracy, the last determined through comparison with the resume.

2. The school's business English teacher assists the students in writing letters of application with the proper format and content.

3. Copies of the students' resumes and letters of application are coded and the names blocked out. They are submitted to the class as a whole, preferably as transparencies, which decides on the applicants who deserve to be called in for personal interviews. The reasons for the decisions are fully discussed.

4. A panel of resource persons (school counselor, state employment service representatives, personnel director of a hospitality business) talks to the class on the techniques involved in getting a job.

5. The state employment service representative or a company personnel manager demonstrates how job application forms should be completed, and describes the most frequent errors that are made.

6. The students are organized in pairs to practice telephone contacts with the employer. One student acts as the caller, the other as the employer, and then they change roles. They grade each other as to whether the caller was prepared, did not stammer or have difficulty in finding the right words, identified himself/herself immediately, and was courteous and friendly.

7. A hospitality business operator or personnel manager reviews the resumes, letters of application and employer application forms completed by the students. During a class session, he/she indicates "hire" or "don't hire" decisions for each and gives the reasons.

Evaluation

Measurement of the student's potential to obtain an entry-level job in the hospitality industry in which he or she desires to work will be on the basis of demonstrated mastery of necessary skills in preparing job application letters, resumes and forms, and performance in the various learning experiences.

Getting the Job–The Job Interview

Topic Description

The job interview is the most critical stage in obtaining employment. If an interview is to be successful, then the student must observe these guidelines of behavior and appearance:

- Go to an interview alone. Employers will question the maturity and employment readiness of an applicant who needs a buddy for support.
- Be punctual, or come slightly early.
- Dress conservatively.
- Don't chew gum, smoke or eat candy–it's distracting. Don't slouch; sit up and appear alert. Look the interviewer in the eye; if you don't, some may interpret it as a sign of shiftiness or insincerity.
- Greet the interviewer by his last name ("Mr., Ms., Mrs. Jones"), but be sure you know how to pronounce it, and introduce yourself.
- Follow the interviewer's lead. If he/she offers a hand, shake it firmly but don't crush it. Sit down

EVALUATING THE JOB INTERVIEW

Did you handle yourself properly during the job interview? Rate yourself using the check list below. Then, have someone also rate you and compare the two ratings. This should help you to identify those areas in which you are strong and those in which you need improvement.

		Yes	No	Not Sure
How you looked:				
1.	Clothing clean and well-pressed?	☐	☐	☐
2.	Clothing conservative in style and color and appropriate for applying for a job?	☐	☐	☐
3.	Body clean and free from odor?	☐	☐	☐
4.	Hair trimmed, clean, combed?	☐	☐	☐
5.	Shoes clean and polished?	☐	☐	☐
How you acted:				
6.	Greeted interviewer with a smile and called him by name?	☐	☐	☐
7.	Stated your name proudly?	☐	☐	☐
8.	Shook interviewer's hand firmly?	☐	☐	☐
9.	Sat only when asked to do so?	☐	☐	☐
10.	Looked interviewer in the eye?	☐	☐	☐
11.	Listened carefully to what interviewer had to say?	☐	☐	☐
12.	Took the time to think questions through before answering?	☐	☐	☐
13.	Placed your gloves and purse on the floor beside your chair rather than on the interviewer's desk?	☐	☐	☐

IV-10. On this and the following two pages is a form for self-evaluating the student's performance in a job interview. Source: Lacy, Richard C., and Park, Ok D.: *Job Application and Interview,* Instructional Materials Laboratory, University of Missouri, Columbia, 1973.

		Yes	No	Not Sure
14.	Emphasized what you could do for the firm rather than what the firm could do for you?	☐	☐	☐
15.	Spoke well of previous employers and associates?	☐	☐	☐
16.	Refrained from arguing with the employer?	☐	☐	☐
17.	Showed your desire to work?	☐	☐	☐
18.	Were open to new ideas?	☐	☐	☐
19.	Were courteous and tactful?	☐	☐	☐
20.	Were enthusiastic about school, work, and life in general?	☐	☐	☐
21.	Asked questions about the job and the company?	☐	☐	☐
22.	Demonstrated your sense of humor (if situation was appropriate)?	☐	☐	☐
23.	Were prepared to tell the employer how you could be of benefit to his company?	☐	☐	☐
24.	Did not lie or exaggerate your qualifications or experiences?	☐	☐	☐
25.	Emphasized what you can do, not who you know?	☐	☐	☐
26.	Did not chew gum, smoke, or eat candy?	☐	☐	☐
27.	Stuck to the point and answered the questions briefly but completely?	☐	☐	☐
28.	Were on time for the interview?	☐	☐	☐
29.	Thanked the interviewer for his time before leaving?	☐	☐	☐
30.	Thanked the receptionist or secretary for being helpful before leaving?	☐	☐	☐
	Total Points	___	___	___

Total points:

Give yourself 3 points for each "yes," 2 points for each "not sure," and 0 points for each "no." Add your points for the total score.

Rating scale:	82-90	The kind of help we want
	76-81	Will make someone good help
	70-75	Try harder
	Less than 70	Did you really want a job?

only when he/she offers you a seat. Don't rest your belongings on the desk.

- Answer the questions completely, but don't ramble. At the same time, don't limit your answers to "yes" and "no."
- Come prepared to discuss your qualifications and background without stammering or stumbling. Express yourself clearly. Be confident but not conceited. Bring a copy of your resume with you.
- Demonstrate that you know something about what the firm does.
- Apply for a specific job, not just "anything."
- Be prepared for surprise questions. ("How's your home life?" "Where do you want to be five years from now?" "Why do you want to work for this company?"

Within a few days of the interview, the applicant should send the interviewer a short, neatly typed letter which (a) expresses thanks for the interview and (b) repeats the applicant's interest in the job and the confidence that he/she can do the work well.

Performance Objectives

The student will be able to state what constitutes the right behavior and appearance for a personal job interview.

Learning Experiences

1. The teacher reviews the guidelines for appearance and behavior in a job interview.
2. Students describe for the class their experiences in applying for jobs and in personal interviews.
3. A personnel manager, state employment service counselor, or a hospitality business operator interviews a selected group of students before the class. The interviewer then explains the good and bad points of each applicant's performance, perhaps illustrating his evaluation with tape recordings of the interviews.

Evaluation

On the basis of learning experience performance, as well as class discussion and participation, the student will demonstrate "job interview-ability" to the degree the teacher considers appropriate to gaining a reasonable chance for employment.

Retaining Employment–Following Directions

Topic Description

Essential to success in the hospitality industries is the ability to follow spoken and written instructions. While this brief material cannot hope to reverse lifelong poor habits in young people, such as inattentiveness, it can help make the student aware of any shortcomings and encourage attempts at self-improvement. To improve receptiveness to oral instruction, the "receiver" should focus his/her attention on the "sender" and cease doing other things.

Performance Objectives

The student will gain an increased appreciation of the need for supplying accurate instructions and for carefully following instructions on the job.

Learning Experiences

1. Students are organized into small groups and asked to play the roles of instructor and pupil. The instructor gives instructions for the performance of some duty relating to the hospitality area being taught. The pupil repeats or rephrases the instructions, and the other students comment on the accuracy with which this was done.
2. Students are asked to give directions to places known to the entire class–the school cafeteria, closest bus line, record shop. The class then comments on the quality of the directions and suggests improvements.

Evaluation

Student performance in this area will be demonstrated on a pragmatic basis, i.e., the student either does or does not give accurate information or follow directions and understand the importance of this ability in retaining a job. The teacher sets the standard.

Retaining Employment–Relating to Fellow Workers

Topic Description

Hospitality establishments require teamwork and good working relationships among employees to a greater extent than do many other types of businesses. This is because a hospitality employee's work, no matter what it may be, will somehow bear on the customer's satisfaction with the product.

The good worker will recognize hospitality as a teamwork business. He/she will be pleasant and cooperative with fellow workers and supervisors because he/she knows that these attitudes tend to make the working and serving environments pleas-

ant. The good worker will stay neutral in employee disputes and avoid becoming involved in office gossip because these activities cause dissension. The worker will be considerate to fellow employees because this produces better teamwork, and will be loyal to the employer who pays the salary. One employee's attitude often affects other employees' attitudes, and therefore can have a multiplying impact on the establishment.

Performance Objectives

The student will be able to state the importance of teamwork in the hospitality enterprise and of maintaining a pleasant relationship with fellow employees and supervisors.

Learning Experiences

1. The teacher describes the necessity for teamwork in the particular hospitality area being taught, and gives examples of the mishaps which can occur because of breakdowns in teamwork.

2. The class is told that it is not always possible to like all fellow workers, but that most people have some quality that is admirable or worthy of respect.[11] Each student is then asked to analyze three people he/she does not like to find some qualities or habits that they possess. The student is asked to answer three questions about the "disliked" persons: (a) Good qualities and habits? (b) Why are these qualities worthy of respect or admiration? (c) Do you possess these qualities? After the class has completed this assignment, the teacher asks: "Now that you've analyzed these three persons, do you think you could learn to work effectively with them?" The class discusses its reactions to the question.

Evaluation

The probability that the student will work well with his or her fellow employees will be evaluated by observation of the student in classroom situations, as well as through performance in learning experiences—all related to job requirements.

Retaining Employment—Rights of the Employee

Topic Description

Just as the employee has obligations to the employer, so does the employer have obligations to the employee. The employee has the right to expect that the employer will:

- Provide a safe work environment.
- Pay a salary, regularly, at the interval specified when the employee was hired.
- Provide training necessary to prepare the employee to do the job.
- Explain company policies. The employee should be told the rules and procedures he/she will be expected to follow.
- Keep employees informed of changes which affect them. This includes changes in duties, pay rates, and vacation schedules.
- Provide fair and honest treatment.

Performance Objectives

Students will be able to list the basic obligations that employers have to employees.

Learning Experiences

1. The teacher describes employer obligations to employees, and illustrates this material with descriptions of customary practices at area businesses.

2. A union representative talks to the class about the rights of employees under current local labor-management agreements.

3. A current hospitality employee, preferably a graduate of the school, describes varying attitudes of employers toward employee rights which he/she has observed.

Evaluation

The student will demonstrate a knowledge of employee rights (and employer obligations) through learning experience performance and class participation, and, if possible, passing a special test on this subject that has been developed jointly by the teacher and industry representatives (advisory committee members, etc.).

Job Termination

Topic Description

If an employee becomes dissatisfied with a job, he/she should not quit until he/she has:

- Considered discussing the source of dissatisfaction with the employer. If the employee has a good relationship with the supervisor, then this would probably be a good first step.
- Made an effort to determine whether the source of dissatisfaction is commonly found among other area employers who offer similar jobs.
- Given some thought as to whether the source of dissatisfaction is really as important as it seems. The employee may find that it is minor by

comparison with disadvantages found in other local businesses.

- Obtained another job.

- Given adequate advance notice of his/her departure. Ordinarily, at least two weeks' notice is given.

By following these precautions, the employee will be more likely to retain the employer as a favorable work reference, and will stand a better chance of making an improvement in the choice of new employment.

If the employee is fired because the employer felt the performance was unsatisfactory, it is wise for the worker to analyze the reasons for the dismissal. If the employee attempts to correct any shortcomings in the new job, he/she will have profited by the experience and gained added value to employers.

Performance Objectives

The student will be able to list the responses to make if he/she becomes dissatisfied with employment or is fired.

Learning Experiences

1. The teacher describes steps to be taken before terminating employment, and in seeking self-improvement if dismissed.
2. A counselor from the state employment service, or a hospitality business operator describe for the class the most frequent reasons for dismissal.

Evaluation

Judgment of the student's capability to act properly in a job termination situation will be made by the teacher on the basis of learning experience performance and general evaluative observation of the student's development.

V. Job-Related Training

V. JOB-RELATED TRAINING

Each school system will want to gear its hospitality education program to the size and requirements of the community it serves. If one of the objectives of the program is to prepare students to obtain and hold jobs—and it should be—then the available entry-level jobs in the locale should be an important consideration in designing the curricula. For this reason, the following material is presented in a flexible form without periods of time allotted to courses of instruction. Rather, it is hoped that the individual school will select out those courses which are deemed suitable to prepare students for satisfying and rewarding careers and to meet the needs of the community.

Regardless of the program established, however, it is assumed that it will include (a) some or all of the hospitality core subjects discussed in Chapter IV, and (b) real-work-training.

Each one of the four major hospitality categories is discussed in a similar manner, following this general outline:

1. Entry-level job descriptions, with indications as to the areas of advancement.
2. Topic descriptions, performance objectives, learning experiences and evaluations.

FOODSERVICE
SELECTED ENTRY-LEVEL JOB DESCRIPTIONS

Busboy/girl. Clears table and carries dirty dishes from dining room to kitchen. Resets table with clean linens, silverware and glassware. Serves ice water and butter to customers and supplies service bar with food. Assists with dining room housekeeping. Promotion to: waiter/waitress, cook helper, sandwich maker.

Waiter/Waitress. Interprets menu for guests, takes order and relays to kitchen, and serves food. Totals bill and presents to guests. May also clear and reset table. Promotion to: dining room host/hostess, cashier, head waiter/waitress.

Cook Helper. Assists cooks, chef and bakers under supervision. May do measuring and mixing of ingredients, washing and chopping of vegetables and salad ingredients. Carries containers of food to and from work stations, stove and refrigerator. Promotion to: cook, baker.

Pantryman/girl. Prepares salads, appetizers, sandwich fillings, dressings and other cold dishes. Makes sandwiches to order. Prepares breakfast and desert fruits. Carves and slices meats and cheese. Promotion to: cook.

Dining room host/hostess. Greets people who enter the foodservice, escorts them to table and usually presents menus. Inspects dining room for order and cleanliness. Promotion to: assistant manager.

Storekeeper. Receives, checks and stores delivered goods. Assists with stock issuing and inventory control. Learns purchasing specifications. Promotion to: purchasing agent.

JOB SKILLS CURRICULA

Material for this section was drawn from a number of curriculum guides supplied by teachers, school administrators and state vocational education directors.*

Orientation to the Foodservice Industry

Topic Description

The overall objective is for the student to

*"Curriculum Guide for Health/Housekeeping/Foods/Child Care," Washington-Warren-Hamilton-Essex Counties (New York), 1974.

"Curriculum Information," Davison High School, Davison, Michigan.

"Food Services Training Guide," The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, 1970.

"Home Economics Cooperative Education—Food Service," Waterloo, Iowa High Schools.

"Home Economics Education Guide for Instruction Preparatory to Entering Food Service Occupations," Department of Vocational Education, Home Economics Education Service, Virginia Department of Education, Richmond.

"Recommended Minimum Vocational/Technical Program Performance Objectives," Michigan Department of Education, Vocational-Technical Education Service, Lansing.

understand and be able to explain the scope and importance of the foodservice industry and its opportunities for employment. Coverage is to include history of the industry; types of establishments (public, institutional, caterers), with examples drawn from the community; the main occupational categories and the training which they require. Emphasis is to be placed on jobs that may be available to successful graduates of the program. Job conditions, wage rates, fringe benefits, and laws affecting employees are also discussed.

Performance Objectives

The student will be able to describe the scope of the foodservice industry, the types of establishments and the available occupations. He/she will also list the significant requirements (health, physical, legal and educational) of the occupations.

Learning Experiences

1. Students list the places in the community where food is served and then discuss the different functions of each.
2. Class visits a local foodservice to observe the duties performed by employees in different occupations and their work environments.
3. Members of the advisory committee describe for the class employment opportunities and trends in the foodservice industry.
4. Students are assigned to clip foodservice want ads from the local newspapers and classify them according to the types of jobs offered.
5. Students list the training and qualifications required for different foodservice occupations and the advancement opportunities. They conclude the assignment by noting which occupations they would like to have.

Evaluation

Measurement of student performance will be by a written examination which covers the background and present development of the foodservice industry, types of establishments, occupations and employment opportunities.

Safe Food Handling, Essential Health Practices, Sanitation, Storage

Topic Description

Safe food handling and sanitation are to be stressed as critically important elements in protecting the health of the dining public and in helping to insure the success of the foodservice. Component subjects are: The influence of food handling and sanitation upon health. Causes of food spoilage (growth of microorganisms, enzyme activity), prevention through proper storage conditions, and methods of food preservation. Causes of food contamination and foodborne illness (introduction of pathogenic microorganisms and hazardous non-food substances), and prevention through safe foodhandling (healthy workers with clean hands in clean work environments), storage and holding of hot and cold foods at safe temperatures, and pest control. Personal health, hygiene and grooming practices–hand-washing; hazards from illnesses, open cuts and sores, dirty uniforms. State and local foodservice health regulations. Use of sanitation equipment and products; operation of dish machine; sweeping; wet mopping; cleaning of work surfaces; work stations, equipment and storage areas.

Performance Objectives

The student will be able to: (a) demonstrate skills needed to handle food safely, (b) show personal health and hygiene practices that meet the standards of state and local public health departments, (c) describe procedures needed for safe food storage and holding, and (d) use sanitation equipment and products correctly.

Learning Experiences

1. City or county public health official tells the class about regulations for foodservice sanitation and storage, and indicates the reasons for those regulations.
2. The teacher demonstrates safe foodhandling procedures, followed by student practice of those procedures.
3. Finger paint is put on a student's thumb and he/she is assigned a task such as setting table cover or returning clean plates to the proper storage area. Finger marks will show up on all the articles touched, illustrating how harmful microorganisms can be spread rapidly by one careless worker.
4. Two students are assigned to come to class one day dressed so as to represent both good and bad personal hygiene and grooming practices. The class then lists positive and negative points of the two students' appearances.
5. In a role-play situation, students act as customers and foodhandlers to examine how sanitation, personal hygiene and grooming affect customer satisfaction with the establishment.

6. In an open discussion, students describe dining experiences they have had which were made pleasant or unpleasant by the sanitation conditions of the establishment and the appearance of employees.

7. The teacher demonstrates the use of cleaning equipment, products and techniques in relation to the most common cleaning jobs, followed by student practice.

Evaluation

The teacher will measure a student's mastery of the subject on the basis of performance in the learning experiences and the passing of a written test covering personal hygiene, foodborne diseases, causative agents, potentially hazardous foods and preventive measures.

Safety and Care and Use of Equipment

Topic Description

Safe practices and safe, effective use of foodservice equipment go hand in hand in preventing injuries to employees and patrons, and in maintaining the efficiency of the operation.

Component subjects in safety are the prevention of: (a) falls, by promptly wiping up spills and keeping traffic lanes clear of obstructions, (b) burns, by keeping cookware handles pointed "in" from the edge of the range and using pot holders to lift hot cookware, (c) cuts, by using and storing knives correctly, and by promptly and carefully discarding broken glass, (d) using all safety devices on power equipment, and never poking fingers into the equipment when it is "on," (e) strains, by use of correct lifting procedures, and (f) electrical shock, by not plugging in electrical equipment when hands or floor area is wet. First aid and fire prevention/fighting techniques are also to be discussed.

Component subjects in care and use of equipment are: coffee urn, steam equipment (steam jacket kettle), power equipment (potato peeler, mixer, slicer), deep fat fryer, and small equipment (knives, cutting boards, etc.). Cleaning techniques are demonstrated for each item, as well as temperature and speed controls, and use of attachments where appropriate.

Performance Objectives

The student will be able to: (a) simulate the proper procedures to follow in the most common types of foodservice fires, (b) list the means of preventing injuries and demonstrate this knowledge in his/her performance, (c) describe first aid techniques for common types of injuries, and (d) demonstrate operation and cleaning of equipment.

Learning Experiences

1. A representative of a casualty insurance company talks to the class about the statistics of accidents in restaurants and their effects on absenteeism. The responsibility of each employee in helping to achieve and maintain safe conditions for food preparation and service is discussed.

2. The school nurse demonstrates first aid treatments for a number of injuries, followed by student practice.

3. A fire department representative describes fire hazards in foodservice and the procedures to follow if fire is discovered, including the use of a fire extinguisher.

4. The class visits the school lunchroom where the teacher or supervisor demonstrates the operation and cleaning of equipment, followed by student practice. Hazards in the improper use of equipment are emphasized.

Evaluation

It will often not be feasible, nor safe in itself, to prove standards of performance by having the student demonstrate the use of potentially dangerous equipment, avoidance of burns, safe handling of electrical devices, fire-fighting techniques, etc. However, the teacher should, to the maximum extent practicable, employ this method of evaluation, in conjunction with comprehensive written examinations.

Principles of Quantity Cookery

Topic Description

The hospitality product of a successful foodservice is comprised of tasty food which is delivered in a pleasant manner and in a pleasant environment. Regardless of the high quality of service and decor, however, it is unlikely that any foodservice will survive for long without good food, and some relatively unattractive establishments thrive only because of their food. The skills of the food preparer can then be seen to be the key to the success of the enterprise. Component subjects are:

Work Methods. Organizing for the food to be prepared so that the work can be done quickly,

efficiently and on schedule. Use of advance preparation and time and motion saving methods.

Following Recipes, Understanding Terms. Use of measuring tools (cups, spoons, scales) and the need for accuracy; standard weights and measures; abbreviations and equivalents. Methods of mixing ingredients (whipping, folding, etc.). Descriptions of methods of cooking and definitions of cooking terms.

Preparation of Beverages (coffee, tea, milk, fruit juices, carbonated drinks). Types of beverages and methods of preparation. Use and care of equipment for making coffee, and milk shakes and malts.

Egg Cookery. Correct methods of preparing eggs, both alone and as an ingredient in other dishes. Judging egg freshness and quality, and using proper cooking temperatures to produce the best flavors.

Salads. Types (vegetable, fruit, gelatin) and uses of salads. Types and uses of salad dressings. Identifying different salad greens and judging quality. Washing and preparing greens; ways to prevent browning. Techniques to use in creating an attractive and appetizing appearance.

Soups, Sauces and Gravies. Types of each and methods of preparation of representative dishes. Methods of serving and use with appropriate foods. Best temperatures for serving. Uses of seasoning. Precautions to observe in preparation, holding and storage. Judging quality of the prepared dish.

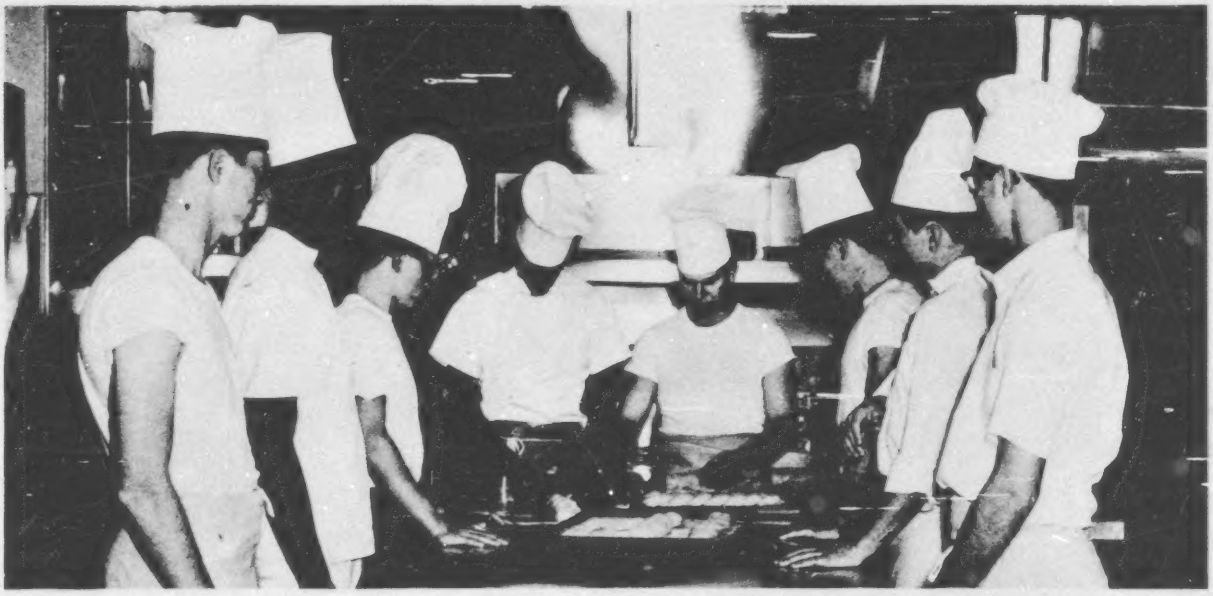
Desserts (pies, cakes, cookies, puddings). Identification of the more popular types and description of the correct methods of preparation and service. Equipment to be used. Judging quality of the prepared dish.

Quick and Yeast Breads (biscuits, muffins, corn bread, griddle cakes and waffles, rolls, loaf bread, doughnuts, sweet rolls). Correct methods of preparation and equipment to be used. Judging the quality of the prepared dish.

Vegetables. Judging quality of received vegetables and methods of proper handling, storage and preparation to preserve quality and flavor. Use of canned, frozen and preprepared products, and cooking methods to preserve maximum food values. Serving in an attractive way. Judging the quality of the prepared dish.

Meat, fish, poultry. Judging quality of received foods. Methods of cooking appropriate to specific products, and correct temperatures and cooking times. Use of meat extenders and tenderizers. Judging the quality of the prepared dish.

Sandwiches. Types of sandwiches, breads and fillings, and use of sandwiches. Correct methods of preparation and precautions to observe in prepara-



Source: *Motel/Motor Inn Journal*

tion, holding and storage. Ways to achieve an appetizing appearance. Judging the quality of the prepared dish.

Performance Objectives

Following standard recipes, the student will be able to prepare the following dishes while meeting predetermined classroom standards of quality and time:

(a) One egg dish each, by frying, scrambling, poaching, preparing omelets and cooking in shell.

(b) A salad appetizer, entree and accompaniment, all properly garnished and having the required color, texture and flavor.

(c) Soups made from commercial soup base and by stock-pot method, and a cream-style soup; one white or cream sauce and one gravy.

(d) One cake, cookie and pie recipe.

(e) One biscuit, muffin, pour batter recipe; one roll or bread recipe.

(f) Vegetable dishes, using the methods of boiling, sauteing and baking.

(g) One meat, seafood or poultry dish, using the methods of broiling, roasting, panfrying, deep fat frying and boiling.

(h) Cold, toasted and grilled sandwiches. The filling is evenly distributed within the confines of the bread, the toast is not burned, and the sandwich is cut for ease in handling and properly garnished.

Learning Experiences

The teacher demonstrates correct procedures for each of the above component subjects, followed by student practice in the school foodservice laboratory, school lunchroom kitchen or on the job.

Evaluation

In evaluating the proficiency of a student in preparing and cooking food, there can be no substitute for having him/her actually do the work. Evaluation is by the standards suggested in the Performance Objectives for this subject.

Serving the Patron

Topic Description

In most cases, the patron's only contact with the establishment's employees is with the front-of-the-house crew – host/hostess, waiter/waitress, and busboy/girl – and their performance will greatly influence the patron's enjoyment of the food and impression of the foodservice. Component subjects are:

Greeting the Patron. The host/hostess welcomes the patron, determines the number in the party without causing lone diners to feel uncomfortable, seats guests, presents menus, offers departing guests a pleasant goodbye, and handles complaints with tact.

Taking the Order. The waiter/waitress greets the guests and interprets the menu. He/she asks if there will be separate checks and then proceeds to take the order accurately, repeating the guests' selections to avoid confusion and indicating those dishes which may require unusually long times for preparation. The order is legibly written or called in clearly to the kitchen, and is somehow coded to insure that the patron will receive the dish ordered without confusion.

Serving the Order. The waiter/waitress loads foods properly on a tray and correctly lifts and carries it to avoid injury to himself/herself or patrons. Food is served from the customer's left, beverages from the right. The waiter/waitress names a dish before serving to avoid mistakes, alerts customers to hot plates or when pouring hot beverages at the table, and avoids reaching in front of the customer. The waiter/waitress remains attentive to the customer's needs, presenting the check only after the last dish has been served. The customer is thanked for the patronage and invited to return. The waiter/waitress receives complaints tactfully and endeavors to satisfy them without arguing.

Setting the Table. The busboy/girl removes soiled tableware and linens, and replaces them in accordance with the house preference for French, Russian, English, Buffet or American service. The table is cleared and reset quietly and without excessive handling of clean tableware. Dirty dishes are not scraped clean in the presence of customers.

Presenting a Good Appearance. All employees working in the front of the house observe correct personal health, hygiene and grooming practices.

Performance Objectives

The student will be able to:

(a) Demonstrate how to set a table for breakfast, lunch, dinner and banquet.

(b) In a role-play situation, properly greet, seat and present the menu to guests.

(c) In a role-play situation, properly take an order and relay it to the kitchen.

(d) Load a tray so that it is evenly balanced, properly lift it, and carry it so that there is minimum spillage or breakage.

(e) In a role-play situation, serve four guests seated at a table so that the guests receive the food selections they ordered and there is no spillage or breakage.

(f) Set a table according to a predetermined service, handling silverware by the handles only, glasses by the base or stem only, plates by the bottom or rim only, and cups by the handle only. Proper implements—not hands—will be used to provide ice and butter pats.

Learning Experiences

1. The class visits a variety of foodservices to observe the different kinds of service.
2. Students role-play situations in which a customer has complained, then discuss the manner in which the complaint should be handled.
3. A foodservice operator, host/hostess or waiter/waitress describe incidents in which complaints were received from patrons but were satisfied to the extent that patronage was retained.
4. The teacher demonstrates proper loading, lifting and carrying of a tray, followed by student practice.
5. In a role-play situation, students take turns as waiter/waitress and patron to demonstrate proper procedures for taking an order and serving the selected items.

Evaluation

The degree to which performance standards are met will be determined in role-play siutations and actual demonstrations. The student will set a table, load and carry a tray, greet a guest, and take and serve an order according to predetermined classroom standards and/or those suggested in this section.

LODGING

Unlike school facilities and equipment for foodservice training, those for lodging cannot be used for another purpose, and so the investment may be considered impractical. For this reason, schools may wish to investigate the possiblity of the extended campus or cooperative vocational education. These may involve the use of feeder high schools into a cooperating hotel/motel which is to be used as a training station. The hotel/motel provides classroom space and real-work-training opportunities. The school system provides a teacher, curriculum guides, audio-visual supplies and equipment and all bus transportation. Students may attend the hotel/motel "class" in morning/afternoon split shifts or serve at rotating work stations at the same time.

SELECTED ENTRY-LEVEL JOB DESCRIPTIONS

Bellman/Girl. Escorts incoming guests to rooms and assists them with luggage. Provides information on hotel facilities and services, area points of interest and entertainment attractions. Inspects guest's room to insure that it is in order and explains features of the room. Promotion to: assistant bell captain, room clerk.

Door Attendant. Assists guests by hailing cabs, opening doors, answering inquiries and assisting elderly and infirm into automobiles. Promotion to: superintendent of services.

Elevator Operator. Operates elevator conveying persons or equipment. Provides information to passengers on location of rooms and offices. Promotion to: starter.

Linen Room Attendant. Stores, issues, inventories and repairs bed and table linen. Prepares soiled linens for laundering. Promotion to: floor housekeeper.

Housekeeping Aide. Cleans and puts guest rooms in order. Makes beds. Promotion to: inspector, assistant housekeeper.

Porter. Cleans lobby, arcades and stairways. Promotion to: head porter.

Hotel Clerk. Registers and assigns rooms to guests; issues room key and escort instructions to bellman/girl. Racks incoming mail and messages. Answers inquiries regarding hotel services and registration of guests. Promotion to: front office manager.

JOB SKILLS CURRICULA

Material for this section was drawn from a number of curriculum guides supplied by teachers, school administrators, and state vocational education directors.*

*Altieri, Nicholas: "Hospitality: A Suggested Course of Study," Vocational-Technical Curriculum Laboratory, Rutgers—The State University, New Brunswick, N.J., 1969.

"Course outlines, hotel-motel training," Sheridan Vocational Center, Hollywood, Florida, 1969.

"Curriculum Guide for Health/Housekeeping/Foods/Child Care," Washington-Warren-Hamilton-Essex Counties (New York), 1974.

"Housekeeping Management Assistant," Home Economics Instructional Materials Center, Texas Tech University, Lubbock, 1969.

"Housekeeping Services Training Guide," The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, 1970.

History and Scope of the Lodging Industry

Topic Description

By understanding the development and complexity of the lodging industry, the student will gain a greater respect for, and interest in lodging employment. Component subjects are:

History. Origins of the lodging industry in the early inn, stagecoach station and tavern of pre-revolutionary times, and the needs that they met. Impact of the rapid development of the railroad on the location of public lodging places and the growth of hotel business from the mid-19th Century up through the 1920s. End of the hotel building boom of the 1920s because of the 1930s depression. Effects of increased travel during World War II on occupancy rates and the development of chain operations. Dramatic increases in automobile travel during postwar years and the accompanying growth in motels. Current status of the lodging industry and future trends.

Industry Composition. Categories of lodging operations: hotels, motels and motor hotels. Distinguishing characteristics of each in appearance, location, services and facilities.

Organization of Establishments. Departments of the lodging establishment and the functions which they perform. How each department contributes to the operation of the establishment.

Occupational Categories. Lodging occupations and the training and education which they require. Emphasis is to be placed on jobs that may be available to successful graduates of the program. Job conditions, wage rates, fringe benefits and laws affecting employees are also discussed.

Performance Objectives:

The student will be able to:

(a) Describe the major developments in the lodging industry since pre-revolutionary times and the changes in size, location and services which have occurred.

(b) Describe the effects of the growth of large, new hotels on smaller and older establishments.

(c) List the main categories of lodging establishments and the distinctive features which each provides.

(d) Describe the effects of changes in travel patterns and economic conditions on the successful operation of lodging establishments.

(e) Describe entry-level jobs, wage rates, working conditions and fringe benefits.

Learning Experiences

1. Students make comparisons of early lodging establishments and those of today as to size, location and services.

2. The teacher lists the categories of lodging operations and students give examples for each of businesses existing in the community.

3. Students describe lodging accommodations which they have used, and the reason the type of establishment was selected.

4. A hotel/motel representative describes for the class employment opportunities and working conditions in the lodging industry.

5. Students are assigned to clip want ads for lodging jobs from local newspapers and to classify the ads according to the occupations described.

Evaluation

The student's performance evaluation will be based on passing a test (oral or written) covering (a) through (e) of the objectives, to the satisfaction of the teacher and industry representatives (advisory committee members, etc.).

Front Office

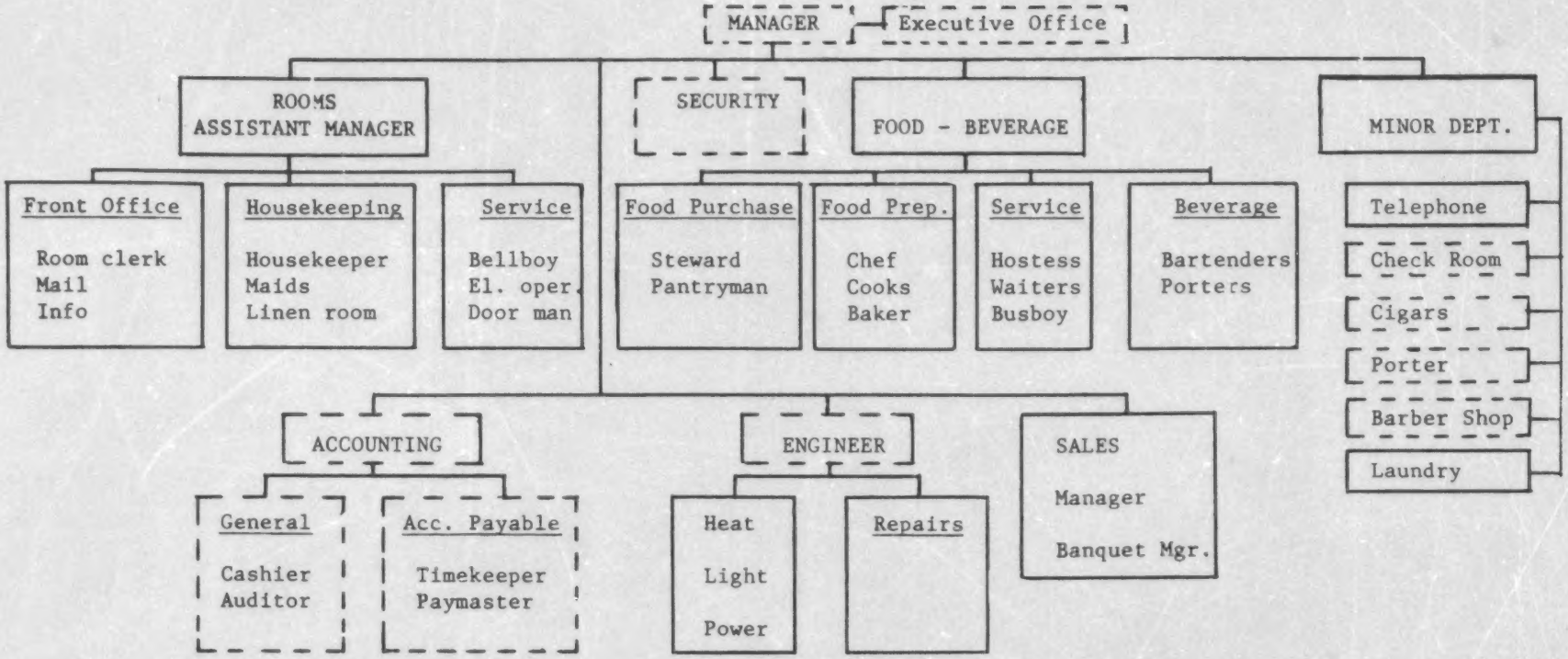
Topic Description

Correct operation of the front office is vitally important to the guest's enjoyment of the lodging experience. Many of the front office functions involve direct contact with the guest. This department maintains a current inventory of rooms and the occupancy rate, keeps accounting records of guest transactions, and functions as the communications clearing house by providing mail, key, telephone and telegram services to guests. Moreover, the front office is the lodging establishment's trouble center. It is most often recipient of guest complaints about personnel, services and facilities, and must also handle credit problems and deal with emergency situations such as fire and thefts. Component subjects are:

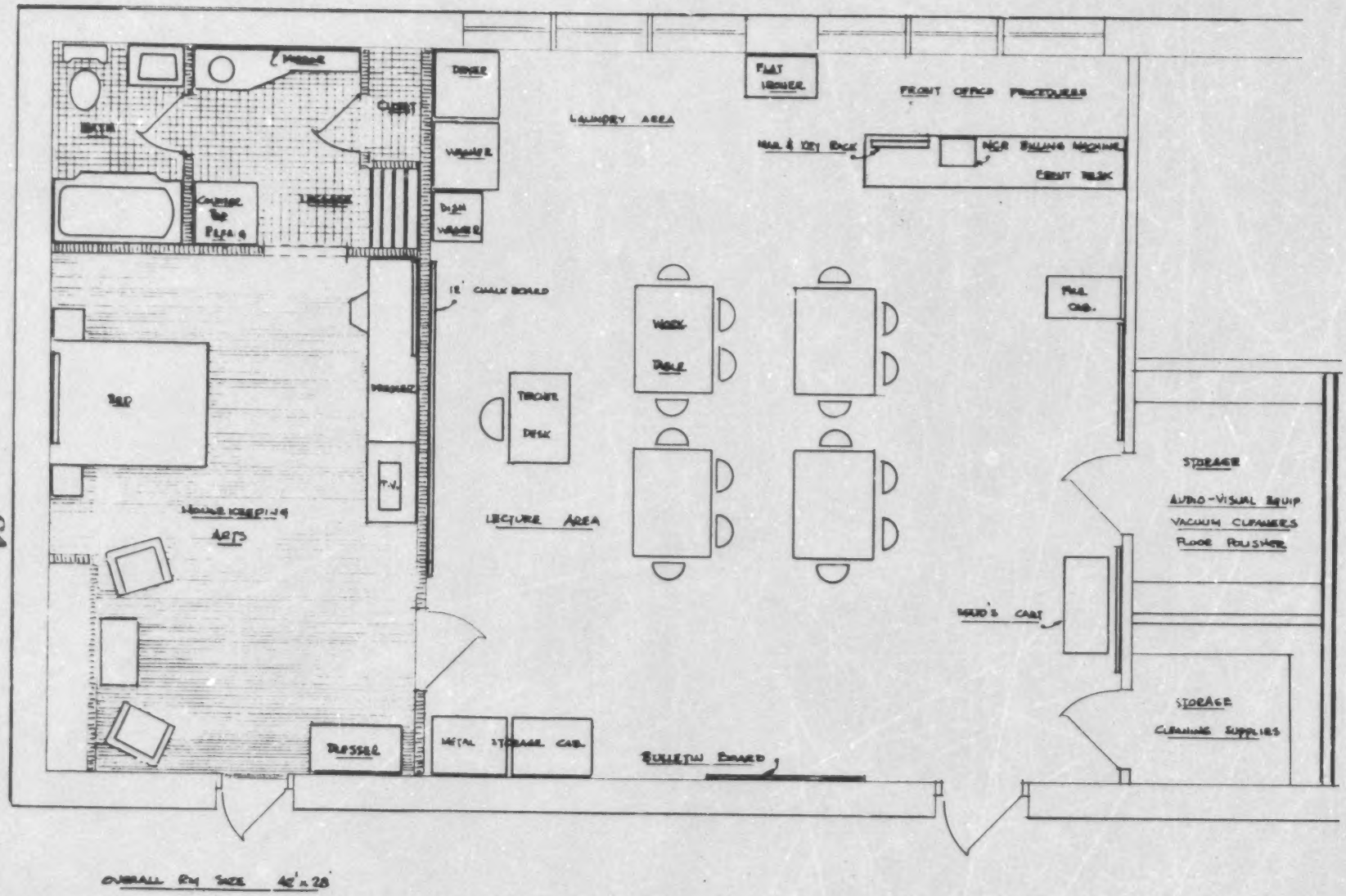
Reservation Procedures. Processing of the reservation between the time that the request for lodging is made and the arrival of the guest. Receiving reservations through travel agents. Chart used to keep a record of the status of reservations, illustrated with sample charts obtained from cooperating establishments. Overbooking and the courteous and discrete ways to deal with guest problems that it may create.

Registration Procedures. Pleasant greeting to the arriving guest to help insure the proper beginning

ORGANIZATION CHART OF A MEDIUM HOTEL



V-1. Organization chart of a medium-sized hotel. Source: Altieri, Nicholas L.: "Hospitality: A Suggested Course of Study," Rutgers—The State University, New Brunswick, N.J.



V-2. Plan for lodging laboratory at Trenton (Central) High School in New Jersey. Source: Altieri, Nicholas L.: "Hospitality: A Suggested Course of Study," Rutgers—The State University, New Brunswick, N.J.

for his/her stay. Hospitality salesmanship—recommending accommodations to meet the guest's needs and finances. Securing information from the guest for the registration card (including the intended length of stay) and proper completion of the card, illustrated with sample cards. Assignment of room, and room and letter racks.

Guest Communications. Importance of accurately sorting and racking mail, messages and telegrams for guests. Use of letter and room racks.

Additional Duties of Hotel Clerk. Operation and understanding of front office equipment, including posting machines and electronic reservation systems. Furnishing information about hotel services and facilities, and local attractions and entertainment events. Helping to coordinate work of other departments. Receiving customer complaints with tact, and promptly satisfying the guest if possible.

Check Out Procedures. Opportunity to reinforce guest's good impression of the establishment. Presentation of the bill and patience in answering any questions about charges. Policies and procedures for handling personal checks, traveler's checks and credit cards. Operation of credit card machines.

Performance Objectives

The student will be able to:

(a) Explain the functions of the front office and the responsibilities and duties of front office workers.

(b) Demonstrate use of reservation and registration forms and equipment, and posting equipment.

(c) Demonstrate in real-work-training or the school lodging laboratory the functions of room and letter racks.

Learning Experiences

1. Students are assigned to list functions of the front office, and how each may influence the guest's enjoyment of the lodging experience.

2. In a role-play situation, students act as registering guests and hotel clerks. The clerks' manners in welcoming guests and eliciting information for the registration forms are discussed by the class and evaluated.

3. Students are asked to describe experiences they have had with front office personnel in hotels and motels, and to indicate why they found the experiences pleasant or unpleasant.

Evaluation

The final criterion for this topic is readiness to apply for a front office job. Evaluation of students will be based on their learning experience performance, as well as teacher and industry representative observation of activities listed in (a) through (c) of the objectives.

Front Office—Switchboard Operation

Topic Description

After the guest registers, one of his most frequent contacts with lodging personnel will probably be with the switchboard operator. The operator should be an individual with tact, alertness and patience. He or she should not display rudeness or annoyance with callers, and should not under any circumstances violate the privacy of telephone communications. Component subjects are:

Telephone Technique: Developing a pleasant voice and clearly enunciated speech. Courtesy with callers and other operators. Being prepared to calmly handle emergency calls.

Switchboard Operation. Types of switchboards and distinguishing characteristics and capabilities. Answering guests' signals. Handling incoming calls (including collect calls), outgoing calls, long distance and local calls, room-to-room calls. Recording and making morning wake-up calls. Use of vouchers, call lists and traffic sheets.

Performance Objectives

The student will be able to fully operate the switchboard while displaying clear speech and a pleasant manner.

Learning Experiences

1. The teacher demonstrates operation of the switchboard, followed by student practice.

2. In a role-play situation, students act as caller and operator, simulating emergency calls, disgruntled guests and wake-up calls.

Evaluation

Satisfactory student performance of skills will be established at the standard of industry employability on a switchboard job. The teacher will determine this standard with the assistance of industry representatives.

Uniformed Service

Topic Description

Among the first of lodging personnel to contact the guest, the bellman/girl and door attendant can greatly influence the guest's impression of the establishment. Component subjects are:

Door Attendant. Greeting and assisting the arriving guest and carrying luggage indoors. Assisting the departing guest, while expressing a cordial invitation to Among the first of lodging personnel to contact the guest, the carry heavy luggage.

Bellman/girl. Welcoming the guest at the desk and escorting him to his room. Inspection of room to determine that it is in order and is fully supplied. Explanation to guest of the location of temperature controls and light switch after placing luggage on stand. Assisting the departing guest with his luggage and wishing him a pleasant journey. Use of the luggage cart and proper methods to safely carry luggage.

Performance Objectives

The student will be able to list and demonstrate the proper ways to greet and assist the guest.

Learning Experiences

1. Students role-play as guests and bellmen/girls and door attendants. They demonstrate the proper ways to greet and assist the guest and to carry luggage.
2. The teacher describes the importance of uniformed service in setting the tone of the establishment.

Evaluation

Satisfactory performance of skills by students will be established at the standard of industry employability in a uniformed service job (door attendant, bellman/girl). This standard will be determined by the teacher with industry assistance.

Housekeeping

Topic Description

For most guests, the cleanliness and order of rooms are among the most important standards for judging the quality of the lodging establishment. It is the housekeeping aide's responsibility to properly maintain rooms with minimal disturbance to guests and to report the need for repairs to rooms. Component subjects are:

Care, Use and Selection of Correct Cleaning Equipment and Supplies. Vacuum cleaners for various uses and surfaces. Abrasives, soaps, dry cleaning compounds, glass cleaners, and waxes and finishes. Avoiding damage to surfaces being cleaned.

Safety Practices. Wipe up spills and keep traffic lanes clear. Don't remove waste from wastebaskets with the hands. Have assistance when moving heavy furniture or turning mattresses. Don't stand on chairs or other unsteady objects to reach high places. Follow manufacturers' directions for use of power cleaning equipment.

Maintaining Rooms. Use of the housekeeper's cart. Procedures for entering room so as not to disturb guests. Preliminary check of room condition and procedure for reporting damage. Procedures in airing the room, replacing supplies and linens, washing bathroom fixtures and floor, vacuuming floor, dusting furniture and making the beds with mitered corners in the bottom sheet. Reporting status of the room to the front desk.

Performance Objectives

The student will be able to demonstrate proper procedures for entering, inspecting and cleaning and maintaining rooms while following safe practices.

Learning Experiences

1. The teacher demonstrates safety and cleaning procedures, followed by student practice.
2. An executive housekeeper describes to the class policies for handling emergency situations (accidents, sickness) and unusual occurrences (a "don't disturb" sign that stays posted too long).

Evaluation

The standard of industry employability in a housekeeping job will be established as the basis for student evaluation. This standard will be determined by the teacher with the assistance of industry representatives.

Lodging Law and Security

Course Description

Employees of a lodging facility are subject to laws which protect the rights of the guest and the establishment. It is possible that the actions of an employee may make the establishment liable. Component subjects are:

Obligations of the establishment to the guest. Obligations of the guest to the establishment. Safety and sanitation laws. Security procedures.

Reporting of thefts and fire. Procedures to follow in the event of fire.

Performance Objectives

The student will demonstrate (a) an understanding of the legal obligations as an employee to guests, and the guests' obligations to the establishment, and (b) an appreciation of safety practices in relation to the legal obligations of the establishment.

Learning Experiences

1. A lawyer representing a large lodging establishment describes for the class the current laws affecting employees, guests and lodging businesses.
2. A hotel security officer describes for the class procedures for handling undesirable guests, and the contributions that individual employees can make to maintain hotel security.

Evaluation

Since the subject matter of this topic is so important, a test developed by the teacher with the assistance of the industry specialists participating in the learning experiences will be used for student evaluation. The test may be oral or written, but its content must cover the legal/security information essential to employment—and students must demonstrate knowledge of this information.

TOURISM & TRAVEL

SELECTED ENTRY-LEVEL JOB DESCRIPTIONS

Information, or Counter Clerk. In a travel agency, answers general questions from walk-in clients and refers the clients to a travel counselor. Understands the use of transportation and lodging reference guides in the agency and keeps them up to date. Promotion to: travel counselor.

Visitor's Guide. Guides visitors to an historic site, public building or tourist attraction. Explains points of interest.

Car-Rental Clerk. Checks customer's driver's license, quotes cost of rental, completes rental contract, and obtains customer's signature and deposit. Arranges for delivery of car.

JOB SKILLS CURRICULA

Material for this section is based in part on course outlines for the "hospitality and tourism" curriculum of San Diego (Calif.) City Schools, prepared by Ms. Norma Lehman, and competency levels developed by Bureau of Homemaking Education, California State Department of Education.

History and Scope of the Travel Industry

Topic Description

An understanding of the history and composition of the travel industry will assist the student in making a career selection and in determining job opportunities. Component subjects are:

History. Transportation methods and travel customs of the 1700s, and resultant social effects on isolated communities. Increase in travel with the development of the railroad in the 1800s. Impact of the mass-produced automobile on personal mobility and travel customs. Influence of commercial aircraft in increasing travel distances. Expansion of travel during World War II, and of overseas travel in the postwar period. Indications that travel will continue to expand (increased leisure time and discretionary income, development of multinational business firms).

Purposes of Travel. Proportions of travel for purposes of entertainment, outdoor recreation, business and personal affairs. The forms of transportation most likely to be used for each.

Types of Travel-Related Establishments. Travel agencies, retail tour agencies and wholesale tour agencies. Automobile clubs. Government travel bureaus at the federal, regional, state and local levels, which seek to encourage tourism by providing travel information. Convention and visitors' bureaus. Travel information departments (at newspapers, stores, banks, and air, rail and bus carriers).

Organization and Functions of the Travel Agency. Plans itineraries and makes transportation and lodging reservations for clients. Differences in functions between the tour agencies and the travel agencies. Commission rates received by agencies from carriers, lodging establishments and car rental agencies.

Occupational Categories. Travel occupations and the training, experience, and education they require. Many entry-level jobs clerical or secretarial in nature. Working conditions, wage rates, fringe benefits (occasionally, significant discounts for employees in the cost of domestic and foreign travel and lodging), and employment opportunities.

Performance Objectives

The student will be able to:

(a) Relate travel trends of the past to the

current travel scene and identify those trends which apparently will affect travel in the future.

(b) Describe the principal types of travel-related businesses and their functions.

(c) List the jobs which may be available to him/her, given certain education and training.

Learning Experiences

1. Students list out-of-town places they have visited in the past year, the purpose of the travel and the forms of transportation used. Would they have made the trips if the travel times had been ten times longer?

2. Students discuss the benefits gained by their community from inter-city transportation services.

3. The operator of a large travel agency describes for the class the duties performed by different employees and how they contribute to the success of the enterprise.

4. Students are assigned to clip want ads for travel-related jobs from local newspapers and to classify the ads according to the occupations described and the business of the employer.

Evaluation

The student's performance measurement will be based on passing a test (oral or written) covering (a) through (c) of the objectives, to the satisfaction of the teacher and industry representatives (advisory committee members, etc.).

Tourist Geography

Topic Description

Among the most important requirements for a successful career in the travel industry are a deep personal interest in travel and the ability to see travel destinations in terms of their appeal to the tourist. It would be impractical to attempt an exhaustive survey of tourist attractions; rather, the most popular tourist centers and major cities in the U.S. and abroad are to be selected and their appeal to travelers described.

Performance Objectives

The student will be able to demonstrate understanding of destinations in terms of their appeal for visitors.

Learning Experiences

1. The teacher collects and displays to the class travel brochures and posters. What kinds of information does the travel literature provide? What additional information would the students like to have before deciding to visit an individual destination?

2. Students are assigned to clip ads from the local newspaper's travel supplement, and then classify them as to the appeals that were made to cause the reader to visit the place advertised.

3. The students are assigned to list local tourist attractions and the reasons these places interest visitors.

Evaluation

Student performance will be judged on the depth of participation in learning experiences and real-work-training, in addition to the teacher's observation of the level of travel interest demonstrated.

Analyzing Destinations

Topic Description

Related to "Tourist Geography," this section is intended to assist the student in analyzing destinations for their capacity to meet the needs of the traveler. As an employee in any travel-related business, but particularly in a travel agency, the student will be called upon to provide the client with information on a wide range of topics related to destination features. The ability to answer questions competently and with authority will build the client's confidence in the establishment and in the employee. Basic needs of travelers are for information, advice and recommendations on:

Destination points of interest, natural and man-made attractions, historic sites, shopping areas, and business facilities (conference and meeting rooms).

Recreation facilities and entertainment and sports events.

Availability of local transportation.

Variety of accommodations available within the desired price range, and in the desired locations.

Wardrobe selections, based on anticipated weather conditions and the client's planned activities.

Tipping customs and, if foreign travel is contemplated, native social customs.

Dining places.

Passports, customs regulations, visas and health certificates. Items that can be taken into the destination country duty free. Necessary medical precautions.

Performance Objectives

The student will be able to demonstrate know-

ledge of the needs of the client for information about destinations.

Learning Experiences

1. Given a list of six major cities in different parts of the world, the student is assigned to determine average temperatures in June and December, best known tourist attractions and historic sites. He/she obtains this information from standard library reference books.

2. Given a list of six major tourist centers and the vacation preferences of a fictitious client, the student is assigned to select the location that best matches the needs. The student presents the reasons for the choice as obtained through research into the characteristics of the tourist centers.

Evaluation

The same evaluation standards will be applied as in "Tourist Geography."

Qualities Required for Travel-Related Jobs

Topic Description

Although travel-related jobs have a romantic aura that is derived from the product delivered, the work often involves clerical tasks and methodical attention to detail. Indeed, it is recommended that travel counselors have good eyesight because of the close work involved in reading the small type in transportation schedules and lodging guides. In common with other hospitality occupations, travel work requires cordial and polite treatment of the client. Component subjects are:

Telephone Technique. Promptly answering calls and explaining to the calling party any need to leave the line. Speaking cheerfully, naturally and distinctly. Keeping pad, pencil and reference material handy. Addressing the calling party by name during the conversation.

Other Communication. Understanding maps and map symbols. For a visitors' guide, developing a pleasant voice and the ability to give clear directions and easily understandable descriptions.

Continuing Education. For the travel agency employee, the importance of keeping informed of travel trends, changes in the characteristics of destinations, and changes in transportation schedules, rates and tariffs.

Performance Objectives

The student will be able to:

(a) Demonstrate a knowledge of the qualities required for travel-related work.

(b) Demonstrate good telephone technique.

Learning Experiences

1. In a role-play situation, students act as telephone callers with questions about travel arrangements, and as travel counselors receiving the calls. The class evaluates the counselors' performance in answering the calls according to the principles of good telephone technique.

2. Given an out-of-state road map, students are assigned to provide directions for traveling between two specified cities. The class evaluates the directions for accuracy and ease of understanding.

3. Given a local tourist attraction, students are assigned to describe out loud the main features. The class evaluates the descriptions for ease of understanding and the degree of interest generated by the talk.

Evaluation

Satisfactory performance of skills by students will be established at the standard of industry employability on a travel-related job. The teacher will determine this standard with the assistance of industry representatives.

Travel Arrangements

Topic Description

The primary function of the travel counselor is to determine the client's needs and wishes, and to arrange for the destinations, transportation and lodging to meet those requirements. These arrangements may be made by a tour agency if the client selects a packaged tour, but the counselor retains the responsibility of informing the client about the itinerary and keeping track of confirmations. As the client will have high expectations for the travel experience, particularly if vacation travel is involved, any disappointment is likely to be magnified, and accuracy on the part of the counselor is of paramount importance. Component subjects are:

(Where forms are indicated, it is recommended that samples be obtained from cooperating travel agencies and reproduced for distribution to the entire class.)

Use of Transportation and Lodging References. Examples—domestic and international *Official Airline Guides, Official Hotel & Resort Guide*, train and bus fare and schedule guides, and car rental agency guides. Shipline rate sheets and deck plans. Ability to read references for understanding of

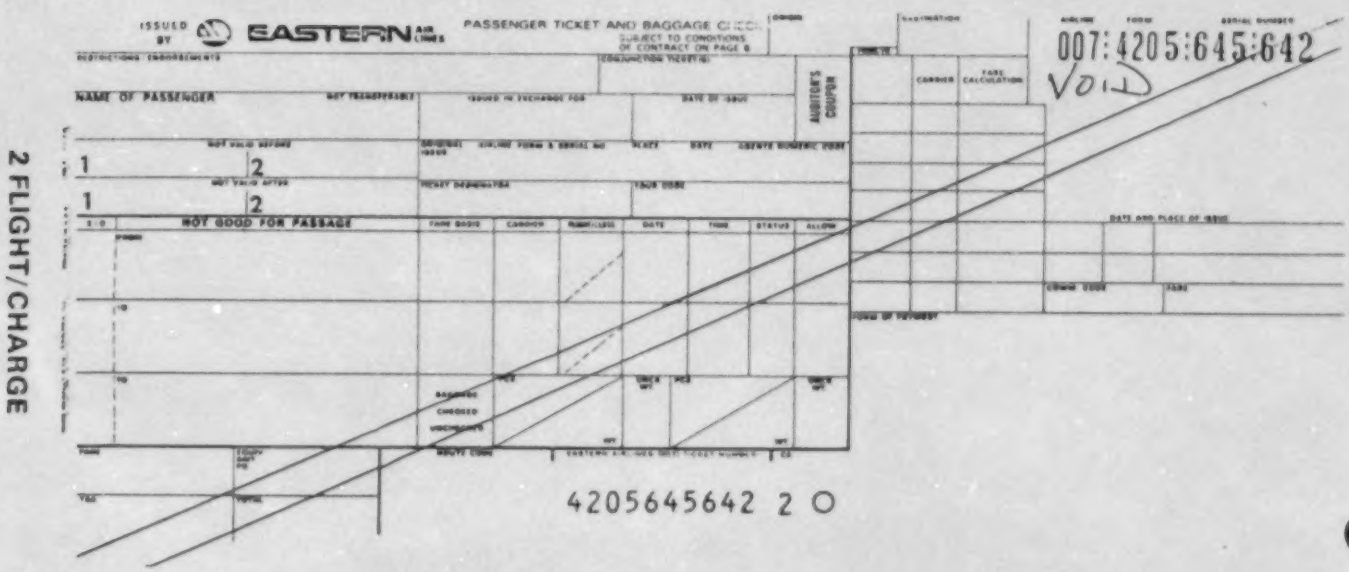
	CAR	DELIVERY/PICKUP	
		COMPANY	
	HOTEL	SEC'Y	
		BUS. PHONE	HOME PHONE

ACCT #	TAX	NET FARE	CC	COMM	ITIP	AL	CREDIT CARD NO.	IT NO.

BASIS	FROM/TO	SO	AL	FLT	CL	DATE	LV/ARR	ST	FARE	REMARKS	BOOKED BY

DATE RECEIVED	DATE TAPED	DATE TICKETED	DATE VOIDED

V-3. Itinerary work sheet. Source: Loyal Travel, Inc., Chicago.



V-4. Sample airline ticket. Source: Eastern Air Lines.

V-5. Confirmation forms for rental car and lodging.
Source: Loyal Travel, Inc., Chicago.

Reservation Confirmation

FOR _____ RES. NUMBER _____
Customer's Name

PLEASE PRESENT THIS TO HERTZ UPON ARRIVAL. HERTZ CENTRAL RESERVATIONS

CONFIRMED YOUR RESERVATION ON _____ FOR A _____
Date type of car

FOR YOUR ARRIVAL IN _____ ON _____ ARRIVAL VIA _____
City Date Carrier

_____ AT _____
Flight Number—Train Number, Etc. Time

A VALUED CLIENT OF LOYAL TRAVEL
Travel Agent Name

10 South Riverside Plaza
Address

Chicago Illinois 60606 / 7 4 4 8 2 [2]
City State Zip ATC Number

Customer's Copy
Please present to Hertz upon arrival

Rentals subject to Hertz standard credit and driver qualifications.

IH-296/73

RESERVATION CONFIRMATION

RESERVATION REQUEST FOR

ALL ROOMS WITH SHOWER BATH | NO. OF NIGHTS | PARTY OF

SINGLE RATE PER ROOM ☐ $ | DBL. BED RATE PER ROOM ☐ $ | TWIN BEDS RATE PER ROOM ☐ $ | OTHER ACCOMMODATIONS ☐ RATE PER ROOM $

ARRIVING DAY _____ DATE _____ | TIME | VIA | DEPOSIT ENCLOSED ☐ YES ☐ NO | FIRST NIGHT GUARANTEED ☐ YES ☐ NO

DEPARTING DAY _____ DATE _____ | TIME | REMARKS

SERVICES OTHER THAN ROOM

RESERVATION CONFIRMED BY

LOYAL TRAVEL, INC.
10 S. Riverside Plaza, Suite 124
Chicago, IL 60606, (312) 726-4511

ANOTHER SERVICE OF
THE GREYHOUND CORPORATION

departure and arrival times, minimum connecting times, and airline meal service, codes and city codes. Calculation of fares for domestic and international transportation.

Planning the Itinerary. Gathering necessary information from the client—purpose of trip; types of services required; destinations; duration of travel; preferences, tastes and interests, and financial limitations.

Recommended Itinerary. Proposing travel and lodging arrangements, including packaged tours, to meet the needs, preferences and limitations of the client. Informing the client of foreign travel requirements, if appropriate, and recommending destination activities and wardrobe. Use of personal travel experiences wherever possible in describing destinations and services to the client.

Completing Arrangements. Preparing the itinerary work sheet, including notations as to carriers, departure and arrival times, and fares; rental car pick-up and return locations and dates, and rental rate; and lodging establishment, duration of stay, type of accommodations, and rate. Planning itinerary to allow sufficient time between connections to reclaim baggage and travel to new departure point. Making reservations—for air, rail, bus and shipline transportation; hotel, motel and resort lodging, and car rental. Writing airline tickets and filing a report on tickets sold or voided. Preparing vouchers for client payments. Maintaining a file for the individual client which contains reservation confirmations.

Evaluation of Travel Experience. Reviewing the travel-experience with the client to determine if the transportation, lodging and other services were satisfactory. Using reports of client experiences to revise and improve recommendations in the future.

Performance Objectives

The student will be able to:

(a) Demonstrate the ability to use and understand transportation and lodging guides.

(b) List the information which should be obtained from the client so that a satisfactory travel plan can be made.

(c) Demonstrate an understanding of transportation and lodging reservation systems.

(d) Complete itinerary work sheets and write airline tickets.

Learning Experiences

1. The class plans an observation trip to a local travel agency. Smaller groups are assigned to work with the teacher in arranging for the "destination and lodging" (permission of the travel agency operator), transportation and food. An itinerary work sheet is completed. After the trip, the class evaluates the travel plan.

2. In a role-play situation, the teacher presents himself/herself as a client wishing to make arrangements for a vacation. Acting as travel counselors, the students question him/her about preferences and interests, and when the vacation is planned. Then they individually prepare itinerary work sheets. The teacher evaluates the arrangements in terms of how well they match the information derived in the question-and-answer period.

Evaluation

The same evaluative procedure will be applied as for the "Qualities Required for Travel-Related Jobs" topic.

RECREATION

SELECTED ENTRY-LEVEL JOB DESCRIPTIONS

Recreation Leader. Under direct supervision, assists in the promotion, organization and conduct of recreational activities, indoors or outdoors. Issues and collects recreational equipment. Assists in the planning and conduct of tournaments and leagues; supervises as an official. Assists staff in conducting simple arts, crafts, drama, music, physical and other recreational activities. Assists in the operation of games room and day camp activities. Promotion to: physical instructor. (Source: Chicago, Ill. Park District.)

Bowling Counterman/girl. Collects and records sales. Maintains equipment and bowling supplies. Answers telephone and handles public address system. Assigns lanes. Promotion to: bowling manager. (Source: Club Managers Association of America.)

Dock Boy/Girl. Assists boaters and harbor master at yacht clubs in launching, mooring, servicing, cleaning, making minor repairs, and storing both power boats and sailing craft. Assists in the maintenance of harbor and dock areas. Promotion to: sailing instructor, harbor master. (Source: Club Managers Association of America.)

Usher. Assists patrons at entertainment events in finding seats and locating such facilities as restrooms and telephones. Promotion to: head usher.

JOB SKILLS CURRICULA

Material for this section is based largely on a pilot leadership training course that was developed and implemented by the Natick (Mass.) Recreation and Park Department in conjunction with the physical education department of Natick High School. The program was begun in 1974 to prepare senior high school students for recreation leadership roles. Instruction is given on alternate days in the classroom and school gym to maintain student interest.

Fundamentals of Recreation

Topic Description

Man [illegible] refresh and renew himself [illegible] of life and to maintain [illegible] damental need was originally [illegible] recreation (the old-time [illegible] ers have much more leisure [illegible] on than did those [illegible] emonstrating the [illegible] nprecedented participation [illegible] mping, and hobbies [illegible] n is likely to increase [illegible] creases, and this [illegible] g need for recreation [illegible] ers are.

The nature [illegible] differs from entertainment [illegible] ctivity). Values received [illegible] recreation [illegible] ds in different age ranges. Rewards [illegible] n in helping to develop new skills and [illegible] ence. The historic function of parks as [illegible] pressure valves and playgrounds for congested cities.

Performance Objectives

The student will be able to define and describe the values of recreation.

Learning Experiences

1. Students are asked to describe their recreational activities, and those of their parents, grandparents and younger brothers and sisters. What are the differences and similarities?

2. Students are asked to list the values which they receive from recreation, and how they distinguish between recreation and work.

Evaluation

The student's performance will be measured with a test (oral or written) covering the material in this topic, and passing it to the satisfaction of the teacher and industry representatives (advisory committee members, etc.). If desired, this test can be combined with that recommended for the topic "Recreation as a Profession" so as to provide a more useful instrument for evaluating student interest and suitability for recreation industry employment.

Recreation as a Profession

Topic Description

Until relatively recent years, recreation was considered a frivolous activity that was somehow inimical to the work ethic. Even today, many busy adults still cannot avoid guilt feelings when they engage in recreation. As one indication that this attitude is being overcome, recreation supervision has become a valued and honored profession which makes contributions in varied areas of life, including mental and physical rehabilitative therapy. Component subjects are:

Recreation supervision occupations in city, state and national parks; public and private beaches; playgrounds; amusement parks, bowling alleys and billiard parlors, and community recreation centers.

Performance Objectives

The student will be able to list the most common recreation jobs available.

Learning Experiences

1. The director of the community's park and/or recreation department describes for the class the types of fulltime employees he hires.

2. Students are assigned to clip want ads for recreation-related jobs from local newspaper and recreation industry magazines, and to classify the ads according to the occupations described and the businesses of the employers. What qualifications are commonly expected of applicants?

Evaluation

Either the combined test suggested for the "Fundamentals of Recreation" topic or a separate test for this topic should be used for student evaluation. In either case, the student's performance should be judged against criteria established by the teacher with industry assistance.

Recreation Leadership

Topic Description

It is difficult to define and develop the qualities required for effective leadership, but these qualities

are among the most important requirements for recreation supervision. Directors of departments of recreation whom we surveyed indicated that even employees college-trained in recreation sometimes fail because of an inability to lead and to relate to people. To be effective, the recreation leader should:

(a) Display ability in the activity being supervised.

(b) Motivate and inspire participants by rewarding success in the activity with praise, assisting those who fail, and helping to relieve frustration at failure.

(c) Set reasonable levels of performance, based on a knowledge of participants.

(d) Deserve respect by treating participants with tact and respect.

(e) Supervise the activity only to the extent necessary, and not dominate it.

Performance Objectives

The student will be able to list qualities which are desirable for effective leadership.

Learning Experiences

1. Arrangements are made for students to assist coaches and referees in junior high school or elementary school sports programs.

2. Students are asked to describe leaders (teachers, employers, Scout leaders) they have had, and to specify why the leadership was, or was not effective.

Evaluation

Teachers, with industry representative assistance, will primarily judge student performance on the basis of observation "in action," although a test of leadership "knowledge" can also be useful. Care should be taken so that students understand the importance of professional recreation knowledge in exercising good leadership techniques in jobs in the field.

Program Planning

Topic Description

Recreation programs and facilities should be designed to meet the needs and interests of the anticipated participants. Responses and participation in existing programs may provide reliable indications as to how the new program should be planned. Component subjects are:

(a) Surveys of the community to determine needs and interests, (b) assessment of how present facilities, staff and equipment can be adapted to the new program, and the need for additional investment, and (c) methods of attracting the public to the program (posters, news releases, bulletin board notices).

Performance Objectives

The student will be able to describe the purposes of recreational programs as meeting the needs and interests of participants.

Learning Experiences

1. Students evaluate recreational facilities and programs for teenagers in the community. What improvements would they suggest?

2. Students are assigned to list three recreational programs in the community and the needs which each attempts to meet.

Evaluation

Student performance will be judged on the depth of participation in learning experiences and real-work-training, in addition to the teacher's observation of the quality of recreation interest demonstrated.

Practical Skills Sessions

Topic Description and Learning Experiences

The leader must be able to demonstrate the ability to perform the recreation activity if he/she is to gain the confidence and respect of participants. He or she must also have sufficient mastery of the subject so that participants can be helped to gain skills. In this section, the teacher will demonstrate or describe a variety of recreation activities, with emphasis on teaching techniques, followed by student practice. The activities should be those actually desired or provided in the community. Among the possible activities:

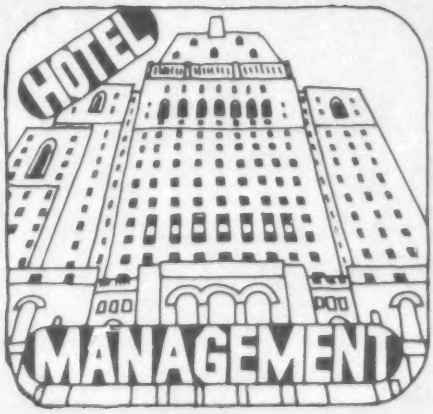
(a) crafts, (b) active and passive games, (c) dramatic presentations, (d) social recreation, (e) organization of tournaments.

Performance Objectives

The student will be able to demonstrate the ability to perform and teach the selected activities.

Evaluation

The key criterion for student success for this topic is employability. The standard of industry employability in a recreation job, whatever the specific activity, will be determined by the teacher with the assistance of industry representatives (advisory committee, actual employers, etc.).



VI. Post-Secondary Education

VI. POST-SECONDARY EDUCATION

Once students have completed the hospitality education program at the secondary level, they may elect to go directly into a job in their chosen fields. One of the main purposes of this guide is, of course, to prepare them to do just that. With this level of education and fulltime work experience, and without any further training, they can build highly satisfying and rewarding careers in a non-supervisory area. Or, they may very well attain high positions, a feat that has been performed by a number of leaders in the hospitality industries.

But high school career education should not stop with preparation for an entry-level job. At the very least, the teacher should also inform the student of the opportunities for continued education, and the advanced skills and management positions which it makes possible.

According to data gathered by the National Institute for the Foodservice Industry, there are more than 450 colleges, universities and junior/community colleges which offer continued education and degrees in foodservice, lodging or tourism. In recent years, an increasing number of high school students have demonstrated an interest in pursuing advanced hospitality education in these institutions.

Other studies by the National Institute for the Foodservice Industry indicate that the number of students enrolled in post-secondary hospitality programs increased more than 540 percent between 1966 and 1974. This may be compared to the smaller, but still dramatic rate of enrollment increase during the same period for secondary school hospitality programs, 392 percent. Since the post-secondary enrollment in 1974 was 28,000, less than one-fifth that of the high schools, the potential exists at least for further growth in continued education.

There is a wide variety of educational opportunities available to match the students' post-secondary needs, whether they wish to earn degrees or merely to advance their skills with a course or two while holding fulltime jobs. The alternatives:

Baccalaureate Degree. About 50 colleges and universities, including the University of Illinois, offer four-year baccalaureate degrees in foodservice, lodging and travel management, and dietetics. These programs of education prepare individuals for top-level management positions or to operate their own establishments. The courses of instruction include both general education and professional training subjects.

Associate Degree. More than 400 community and junior colleges offer two-year associate degrees for successful completion of programs consisting of about one-half general education and one-half professional training. The two-year degree leads to skilled or mid-management positions. Among the institutions offering an associate degree in foodservice or lodging in Illinois are:

Triton College, River Grove.
William Rainey Harper College, Palatine.
College of DuPage, Glen Ellyn.
Joliet Junior College, Joliet.
John A. Logan College, Carterville.

After completing a two-year program, the student may choose to continue professional education in a four-year institution, although it should be noted that occupational courses may not always be accepted as credit for a baccalaureate degree.

Certificate Programs. Junior/community colleges provide training programs of less than two years in duration (usually one year) that are primarily occupational and are directed toward specialized job areas such as baking or cooking. A certificate is awarded for successful completion of the training. An example of a certificate program in Illinois is that conducted at Washburne Trade School, Chicago, which has an 11-month post-secondary program in quantity cooking.

Training in all of the above types of institutions may involve real-work-training, or an in-school laboratory, or a combination of the two.

Continuing Education. Both the four-year and two-year institutions usually make available short-term, or irregularly scheduled programs that are especially suited for the individual who is not necessarily interested in pursuing a degree. Such programs may be one-day seminars, training meetings, short courses, or a series of lectures or workshops that may continue for a few weeks or a few months. Hospitality industry groups and trade associations often sponsor similar programs.

SCHOLARSHIPS

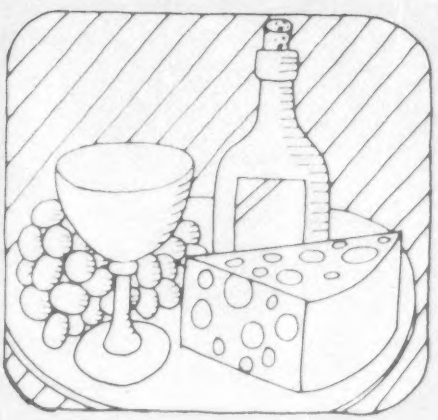
In addition to government grants and guaranteed loans, financial assistance is available to the post-secondary hospitality student through industry scholarships. These include:

NIFI-Heinz Scholarship Program, sponsored by the H.J. Heinz Company Foundation and administered by the National Institute for the Foodservice Industry. Eight scholarships are awarded annually to students in senior and junior/community college foodservice programs. For the senior college award, the successful applicant must be (a) completing his freshman year in foodservice education in a four-year institution, or (b) completing his first or second year in foodservice education at a junior/community college and wanting to obtain a baccalaureate degree in foodservice at a four-year institution. For the junior/community college scholarship, the applicant must be a high school graduate enrolled, or planning to enroll in a program leading to an associate degree in foodservice management. Each scholarship winner is required to perform satisfactorily in employment related to foodservice management during the summers. Earnings in this employment are matched up to a point by an additional award. To apply, contact: National Institute for the Foodservice Industry, 120 S. Riverside Plaza, Chicago, Illinois 60606.

Golden Plate Scholarship Awards, sponsored by the International Foodservice Manufacturers Association Educational Foundation (IFMA EF) and administered by NIFI. More than two hundred awards have been given in the past two years. Successful applicants must be fulltime students who are planning to enroll, or are already enrolled in a curriculum in which foodservice is a basic component, and must be in financial need. To apply, contact NIFI.

Club Managers Association of America provides funds to different educational institutions for distribution to students. To apply, contact: the school counselor.

Institutional Housekeepers Educational Trust, Inc. distributes scholarship funds to colleges and schools enrolling students in courses approved by the National Executive Housekeepers Association. Funds allocated by the Trust are given unconditionally and are administered by the school according to its scholarship policies and regulations. To apply, contact: NEHA National Office, Business and Professional Building, Gallipolis, Ohio 45631.



VII. Resources

VII. RESOURCES

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John Wiley and Sons, Inc.
605 Third Ave.
New York, N.Y. 10016

Julian Messner, Inc.
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New York, N.Y. 10018

McCutchan Publishing Corp.
2526 Grove St.
Berkeley, Calif. 94704

McGraw-Hill Productions
1221 Avenue of the Americas
New York, N.Y. 10020

McKnight Publishing Co.
Bloomington, Ill. 16701

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P.O. Box Drawer J
Huntington, N.Y. 11743

National Education Media, Inc.
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Sherman Oaks, Calif. 91403

North Castle Books
212 Bedford Road
Greenwich, Conn. 06830

Robert J. Brady Co.
130 Que St., N.W.
Washington, D.C. 20002

Science Research Associates
259 E. Erie St.
Chicago, Ill. 60611

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Universal Education & Visual Arts
100 Universal City Plaza
Universal City, Calif. 91608

Universal Publishing and Distributing Corp.
235 E. 45th St.
New York, N.Y. 10017

W.C. Brown Co.
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Dubuque, Iowa 52001

W.H. Freeman Co.
660 Market St.
San Francisco, Calif. 94101

Trade Magazines

Foodservice

The Chuck Wagon
P.O. Box 1429
Austin, Texas 78767

Cirascope
110 North Wacker Drive
Chicago, Ill. 60606

Cooking for Profit
1202 S. Park St.
Madison, Wis. 53715

Drive-In & Fast Service
757 Third Ave.
New York, N.Y. 10017

Food & Equipment Product News
347 Madison Ave.
New York, N.Y. 10017

Food Executive
508 IBM Building
Fort Wayne, Ind. 46805

Food Management Magazine
757 Third Ave.
New York, N.Y. 10017

Food Service Equipment Dealer
5 South Wabash Ave.
Chicago, Ill. 60603

Food Service Marketing
2132 Fordem Ave., P.O. Box 1648
Madison, Wis. 53701

Hospitality (Restaurant) Magazine
614 Superior Ave., West
Cleveland, Ohio 44113

Institutional Distribution
633 Third Ave.
New York, N.Y. 10017

Institutions/Volume Feeding Magazine
5 S. Wabash Ave.
Chicago, Ill. 60603

Lodging & Food-Service News
131 Clarendon St.
Boston, Mass. 02116

Nation's Restaurant News
2 Park Ave.
New York, N.Y. 10016

NRA News
One IBM Plaza
Chicago, Ill. 60611

Restaurant Business
633 Third Ave.
New York, N.Y. 10017

School Foodservice Journal
P.O. Box 8811
4101 East Iliff
Denver, Colorado 80222

Lodging
American Host Magazine
Box 3627
Des Moines, Iowa 50322

Club Management Magazine
408 Olive St.
St. Louis, Mo. 63102

Hospitality (Lodging) Magazine
614 Superior Ave., West
Cleveland, Ohio 44113

Hotel & Motel Management Magazine
845 Chicago Ave.
Evanston, Ill. 60202

Lodging & Food Service News
131 Clarendon St.
Boston, Mass. 02116

Motel/Motor Inn Journal
306 E. Adams Ave.
Temple, Texas 76501

Resort Management Magazine
P.O. Box 4169
1509 Madison Ave.
Memphis, Tenn. 38104

Travel
ASTA Travel News
488 Madison Ave.
New York, N.Y. 10022

Group Travel Magazine
60 E. 42nd St.
New York, N.Y. 10017

Travel Agent Magazine
2 W. 46th St.
New York, N.Y. 10036

Travel Trade
605 Fifth Ave.
New York, N.Y. 10017

Travel Weekly
One Park Ave.
New York, N.Y. 10016

Recreation
Parks & Recreation Magazine
1601 N. Kent St.
Arlington, Va. 22209

Amusement Business Magazine
1717 West End Ave.
Nashville, Tenn. 37203

Hospitality Industry Organizations
National Restaurant Association
One IBM Plaza
Chicago, Ill. 60611

Club Managers Association of America
5530 Wisconsin Ave.
Washington, D.C. 20015

American Hotel & Motel Assn.
888 Seventh Ave.
New York, N.Y. 10019

National Executive Housekeepers Assn.
201 Business and Professional Bldg.
Gallipolis, Ohio 45631

American Society of Travel Agents
360 Lexington Ave.
New York, N.Y. 10017

International Association of Amusement Parks and Attractions
1125 Lake St. Bldg.
Oak Park, Ill. 60301

National Recreation and Park Assn.
1601 N. Kent St.
Arlington, Va. 22209

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